6-22-2018

Improving the Collective Efficacy of Teachers: Transforming Schools Through Collaborative Learning

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Summer 6-22-2018

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Improving the Collective Efficacy of Teachers: Transforming Schools through Collective Learning

by

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AN ORGANIZATIONAL IMPROVEMENT PLAN

SUBMITTED TO THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF DOCTOR OF EDUCATION

LONDON, ONTARIO

June 2018

Abstract

Urban secondary schools situated in high-risk neighborhoods experience a myriad of challenges that have the potential to thwart community well-being and student success. School leaders are increasingly aware of the connection between the stressors experienced in such communities, and the effects they have on teacher efficacy and student achievement. The prevalent gap in the goals, standards, and expectations that the administrative team leading this Organizational Improvement Plan (OIP) seeks to address, and those that currently exist within the school community require attention and a methodology for positive change. It is for this reason, that the school leader recognizes the need to address teachers' sense of collective efficacy in such challenging circumstances, as a conduit to student achievement. The problem of practice that will be addressed in this Organizational Improvement Plan (OIP), is how the collective efficacy of educators working in vulnerable communities can be elevated through transformational leadership.

In order for the organization to experience improvement, I, as one of the school leaders in my role as a vice-principal, must address how transformational leadership can encourage collective teacher efficacy. This problem of practice explores the utility of Bolman and Deal's Four Frame Model (2017), identifying the challenges and opportunities for elevating collective efficacy. This proposal outlines an OIP that is framed by Kenneth Leithwood's (2000; 2012) transformational model of leadership with a focus on value-laden and emotionally responsive leadership theories, while employing a parallel and collaborative approach to implementing change. Additionally, Cawsey, Deszca and Ingols's, Change Path Model (2016), and Duck's (2001) Five Stage Change Curve, and Moen and Norman (2009) updated version of

Shewhart and Deming's (1939), *Plan Do Study Act*, are drawn upon as a means of resolving issues of organizational improvement, as it relates to teacher efficacy and student achievement.

Executive Summary

This Organizational Improvement Plan (OIP) is a theory and research-informed plan to improve a secondary school's approach to elevating student achievement in a vulnerable community by strengthening the collective efficacy of staff through action that speaks to transformational leadership. Various data sources, ("UFBSB Data Integration Platform", 2015-2017) reveal a problem of practice surrounding the beliefs educators hold around their ability to close achievement gaps and aid students in reaching their fullest potential. A myriad of contextual factors affect the school culture and contribute to educators' feelings of low collective efficacy in elevating student achievement. Such aspects include the political, environmental, social, and economic realities that influence the daily functioning of the organization.

These facets can be further contextualized by the highly unionized nature of the teaching profession; educators who are fatigued by the demands of their teaching environment; the stressors of living in a vulnerable neighborhood that is home to many newcomers; the racialized nature of the student population; and the lack of resources available to assist students in their educational pursuits. Student progress is often only tracked and monitored by the four mandated assessment points throughout the school year, and thus, it is difficult to ascertain how teacher practice is affecting student learning. Each of these factors have shaped the learning environment of the school for staff and students, creating a culture of disengagement from both professional and student growth opportunities. As evinced by school level data (UFBSB Data Integration Platform, 2015), teachers at the UFBS are reluctant to become involved in the

discourse, experimentation, and analysis that would elevate their pedagogical practices and heighten understanding of their ability to improve student learning.

This has necessitated the need for more formalized learning opportunities for staff in the form of consistent and ongoing professional learning communities. A review of the literature on improving the collective efficacy of teachers suggests the utility in implementing professional learning communities, as they have the capacity to shift the school culture towards a growth mindset (Brodie, 2013; Donohoo, 2017; 2018; Easton, 2009; Fullan, Hord, & Von Frank, 2015; Roberts & Pruitt, 2009). Research suggests that such a shift is supported by the presence of transformational leadership capacities, inclusive of a focus on values, emotional-responsivity, and parallel or emergent leadership (Andrews, & Crowther, 2002; Beatty, 2000; Beatty & Brew, 2004; Bloomberg, Pitchford, & Hattie, 2017; Goleman, Boyatzis, & McKee, 2013; Hargreaves, 2000; Lambersky, 2016; Leithwood, 2007). Bolman and Deal's (2017) four framed approach was utilized to support the theoretical constructs and approaches implemented with a specific focus on the structural realm and the ways it can be reformulated to address the problem of practice. Cawsey, Deszca, and Ingols (2016), *Change Path Model* and Duck's (2001), *Five Stage Change Curve* were interwoven as a tool to drive change forward. The use of such frameworks and models allowed four possible solutions to surface as viable means of addressing the POP, inclusive of (i) a focus on shifting the culture of the school, (ii) focused professional development through the use of professional learning communicates, (iii) an enhancement of the emotional responsivity of leaders, and (iv) making the faith and value system of the school more tangible. The most feasible and capable of meeting several of the organization's needs, however, was found to be the implementation of professional learning communities.

In order to ensure that the theoretical underpinnings supporting this OIP were further elevated by an implementation plan that organized each facet of the proposed solution into meaningful and pragmatic practices, Moen and Norman's (2009), *Plan Do Study Act* method was integrated alongside Kotter's (1996) *Eight Stage Change Theory* and Duck's (2001) *Five Stage Change Curve.* Such an integrated model allowed for the inclusion of important checks and balances throughout various periods of the OIP cycle, while also ensuring a holistic approach to change, inclusive of the social-emotional elements that accompany these processes. This will aid the community to make appropriate modifications to the change process as they move through the PLC planning, implementation, and analysis. By moving through this process, both formal and emergent leaders are able to garner where gaps might persist and where the school is making gains as they experiment with new learning and pedagogy. Additionally, in order to meet the holistic needs of the school's stakeholders, ethical considerations were delineated as a means of ensuring the upholding of the organization's morals and values throughout the various aspects of this OIP, including throughout the intended and unintended consequences that may surface. Ultimately, the leadership of this OIP seeks to connect educational leadership theory, the people of the organization meant to benefit from such theory, the organization's data, and the school's practices, as a means of resolving issues of low collective teacher efficacy affecting student achievement.

Acknowledgements

This dissertation is a testament to the ways in which life unfolds to move us beyond who we thought we were and into who we are destined to become. I am incredibly grateful for having been moved to learn, to understand, and to experience more profoundly through this journey. It is through the inspiration, support, patience and encouragement of several key entities that I was afforded an opportunity to achieve what I set out to accomplish.

To my academic instructors throughout the program who always went beyond what was required, giving so generously of their time, expertise, and knowledge in ways that encouraged me to think more deeply and seek more purposefully. Your feedback elevated my thinking and inspired diverse ways of addressing my problem of practice in order to truly be able to improve my organization.

To my peers throughout the program. Your support, commitment, and willingness to share your insights and feedback were instrumental to my academic and professional growth. I wish you all continued success in all you aspire to accomplish.

To my family and friends whose unfailing support, encouragement, patience, and understanding stood as pillars, holding me up in those moments that were not as brilliantly lit with determination and a will to persevere as they needed to be. Your presence throughout this journey is a testament to the ways in which the sum of one's parts are greater than the whole. Thank-you for being my most important parts.

To my husband, Mario, who took this journey on right alongside me. Thank you for being my editor, cheerleader, and coach, reminding me that I was capable and possessed the tenacity to see it through. Most profoundly, I thank-you for your patience through it all (indeed

there were some very “full” moments) and your desire to see me succeed…I walk to the end with you hand in hand…always.

Those who arrive at the end of the journey are not those who began.-T. S. Eliot

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Chapter One: Introduction

This chapter begins with a discussion of the organizational problem of practice, inclusive of a historical overview of the school and why change is required. Subsequently, Chapter One endeavors to unfold the problem of practice occurring within the organization, while highlighting the leader's position on how this problem will be addressed. A critical analysis of the internal and external data that contribute to the problem of practice and the guiding questions that emerge from such data, frame the change vision that will guide the school administration in resolving the issues affecting the organization's capacity to support student achievement. This chapter also seeks to outline guiding questions that emerge from the problem of practice and the possible change drivers that will be used in the OIP cycle. An assessment of the organization's change readiness that will guide the planning and implementation of this OIP concludes this chapter.

Organizational Problem of Practice

Historical Overview and Need for Change

The school board, hereafter referred to as the Urban Faith-Based School Board (UFBSB) and the school community, the Urban Faith Based School (UFBS), is an institution that promotes the academic enrichment of students, equitable and inclusive education, stakeholder involvement and the fostering of the Catholic faith. This organization seeks to address how educators can transform each rearing moment through witness, faith, inclusivity, innovation and leadership ("UFBSB Learning and Improvement Plan", 2016). It is in pursuit of such goals that the organization has created strategic approaches, policies and structures to augment student and teacher learning, while enlivening values of equity, justice, and the promotion of innovation, critical thinking, and real world problem-solving. The school offers a diversity of programming for students of all abilities and seeks to support the holistic growth of its organizational members.

Community stakeholders, such as teachers, parents, the New-comer Orientation Center, UFBSB social-work and psychology services, Public Health and Police Services are included in this vision and are invited to heighten curricular and extra-curricular facets of the organization by collaborating on school committees and expertise-sharing. Moreover, aligned with the Ontario Ministry of Education's (2014), *Renewed Vision for Education in Ontario*, the organization seeks to improve not only the academic realm by bridging gaps in achievement through improved instructional practices and evaluation models, but also to increase public confidence so that stakeholders see this and other publicly funded schools as effective conduits for the holistic growth of the child.

Founded in 1974 by a religious order, the organization is a publicly funded religiously sanctioned secondary school and is situated in an urban high needs community in the province of Ontario. While the school has a rich tradition of academics, athletics, and extra-curricular activities, issues extraneous to the school affect the day-to-day functioning, impacting facets of learning, such as students' ability and willingness to arrive to school on time, or educators' ability to consistently meet the varying and pervasive needs of students vulnerable to a myriad of risk factors. More experienced teachers have been witness to the seasonal changes of educational trends and are uncertain about the prospect for positive and sustainable change, as evidenced by their lack of participation in board and school-wide initiatives, data collection on student success, and committees intent on elevating instructional practices and student achievement. Qualitative data collected by the Ontario Teachers Federation (OTF) highlights teachers' frustrations with the profession that, "the politics, paperwork, meaningless 'training' are a waste of time and resources, and over/under-involved parents are wearing teachers out" (Clark & Antonelli, 2009, p. 15). Similarly, the Clark and Antonelli's (2009) research on the Ontario Teacher's Federation reveals that, "teachers are constantly being told they're not doing enough, not doing it correctly

and they must go along with the next new initiative which always means many more hours of meetings, workshops, 'coaching' sessions and record keeping" (p. 15).

Such realities affect teacher efficacy, both at the individual and collective level. Here, efficacy is defined as the, "teacher's expectation that he or she will be able to bring about student learning" (Bandura, 1997, p. 2) and in the belief, "in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 2). Collective efficacy, for the purposes of this OIP, is outlined by Donohoo (2017) as, "the self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities" (p.1). Additionally, some of the students within the organization struggle with remaining engaged and motivated. Cycles of poor classroom conduct, evinced by the pervasiveness of progressive discipline measures ("UFBSB Data Integration Platform", 2016) in the absence of programming capable of addressing root causes of behavior, frustrates teachers' expectations. The literature reveals that, "schools have a serious problem with, "'in-school' dropping out due to boredom, loss of support, and lack of extracurricular programs due to; cut-backs, lack of after-school supervision, and lack of relevance" (Macklem, 2014, p. 64).

Compounding such complexities are the socio-economic demographics of a school situated in a vulnerable community. For the purpose of this OIP, the term, 'vulnerable communities' is characterized as students who are exposed to social, economic, racial, and cultural risks and who are at a deficit of assets and resources to combat such risks. Currently, economic issues, impoverished neighbourhoods, and family dynamics contribute to poor student achievement, with limited resources to deal with the problem (Macklem, 2014, p. 64). A frustrated parent community, already in a time bind due to single-parenthood, shift work, and or

the need to work multiple jobs, is challenged to support students from the homestead. Such challenges are revealed by anecdotal evidence from parent-council evenings, parent-teacher interviews, and parent and principal disciplinary meetings for students. Such realities also complicate the school-home partnership, fracturing the ability for consistent and timely communication about student progress. To compound the social and economic differences, are issues related to immigration and the struggles that complicate day to day living for newcomers to Canada. The school population has 52% of students and 83% of parents born outside of Canada ("UFBSB Data Integration Platform", 2016). For three consecutive years, the organization has underperformed on large-scale standardized tests ("UFBSB Data Integration Platform", 2016) leaving administrators to look for solutions to improve both the instructional program and student engagement.

Leadership Position Statement

Leadership is a dynamic endeavor that seeks to enact the good of both the individual and the collective; to elevate a community to its fullest potential. It is a practice that requires constant refining and reflecting on the unique needs of the collective and the strategies, programs, structures, and systems that will address needs, while augmenting strengths. As a school administrator with a steadfast commitment to a transformational leadership model, focused on value-laden and emotionally responsive leadership approaches, it is hoped that the goal of improving collective teacher efficacy and student achievement, will reach fruition. Additionally, so as to ensure a greater cadre of followers who may not be prepared for a complete overhaul to their current systems and structures, I will utilize a constructivist approach, honoring the relationship between teachers and their current world-view, while simultaneously seeking to shift perceptions in a way that leads to a greater sense of collective efficacy. As an

administrator, I will utilize a transformational model as the umbrella under which other leadership approaches will be enacted, and endeavor to offer the type of support that will motivate and engage organizational members (Leithwood & Sun, 2012, p.389). Transformational leadership theory contends that improving the support mechanisms within the school encourages organizational members to become more engaged, while feeling motivated by goals that are tied with values they strongly believe in (Leithwood & Sun, 2012, p. 388). Transformational leadership theory, then, identifies which internal states of organizational members are critical to their performance and specifies a set of leadership practices most likely to have a positive influence on those internal states (Leithwood & Sun, 2012, p. 389).

In order to augment the motivation of staff, parallel leadership theory supporting emergent leaders will be situated within this transformational approach. This perspective encourages others to contribute their talents and expertise to a shared vision for improvement. It evolves out of a culture that values all members of the organization, ensuring a "collective responsibility is taken for enhancing teaching and learning" (Andrews & Crowther, 2012, p. 155). By enacting a collaborative mindset, marrying transformational approaches with parallel or emergent leadership theories, I will endeavor to create a cadre of leaders throughout the school who will work intimately with teachers in their departments to learn new knowledge, strategies, and practices that will transform the learning process within the classroom.

Leadership Problem of Practice Statement

The organizational problem of practice under review is how the issue of low collective teacher efficacy affects student achievement in vulnerable communities. A leadership model premised on transformational leadership as defined by Leithwood and Sun (2012) is conceptualized as an avenue for this OIP. Such an approach suggests improvement by supporting

organizational members in ways that motivate and engage them to attain goals that align with their values. In noting that transformational leadership theory seeks to understand which of the internal facets of the organization affect performance, while addressing such facets with specific leadership practices, this OIP will utilize a transformational approach to look at the relational facets amongst and between leaders, teachers, and students. It will do so by affording greater opportunities for collaboration and dialogue both in the classroom and in professional learning communities.

As one of the school's administrators, I aim to augment the building of relationships through transformational leadership, inclusive of value-laden and emotionally responsive approaches to change. Value-laden leadership, defined by Sergiovanni (2005b) as a marrying of leadership practices with the virtues of hope, trust, piety, and civility and a teacher-centered approach, will be utilized. Andrews and Crowthers' (2002), work, highlighting key qualities of mutual trust and respect, shared purpose, and an invitation for individual expression, will be included as a means to substantiate the importance of these qualities in improving organizations. Additionally, the work of Hargreaves (1998), Goleman, Boyatzis, and McKee (2013), and Beatty (2000, 2007) on emotionally responsive leadership, an approach that seeks to attend to the affective facets of teaching and learning, will be employed. Such works underscore the importance of strengthening relationships and improving performance in order to activate the transformation process.

Framing the Problem of Practice

Analysis of Internal and External Data

School level. The existence of low levels of collective efficacy are indicated in part by teachers' annual responses to the School Effectiveness Framework (SEF) (2016). The apparent apathy of some staff, indicated by 15 out of 76 teachers choosing to respond to the UFBSB SEF

(2015, 2016, 2017) survey over the last three years, speaks to the disillusionment some teachers feel regarding their agency in improving student learning and achievement (see Table 1.1). This compounded with three consecutive years of Education Quality and Accountability Office (EQAO) results that are below both the UFBSB and provincial results, may be affecting teachers' sense of efficacy, noting that, regardless of the interventions, structures, and programs put in place to improve student achievement, scores remained below standards.

Table 1.1
Student Success BLIP/SEF Teacher Survey: Secondary Schools 2017

Awareness: Staff have knowledge of strategies; no evidence of implementation across the school. **Early Implementation**: Ongoing professional learning among teams; initial implementation in some classrooms. **Implementation:** Evidence of regular implementation in most classrooms. **Routine Use**: Consistent evidence of implementation in every classroom.												
Assessment for, as and of Learning	**Awareness**		**Early implementation**		**Implementation**		**Routine use**		**Don't know**		**No Response**	
1. Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction. (1.1)	1	9%	1	9%	7	64%	2	18%	0	0%	0	0%
2. A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps. (1.2)	0	0%	3	27%	6	55%	2	18%	0	0%	0	0%
3. Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria. (1.3)	1	9%	3	27%	6	55%	1	9%	0	0%	0	0%
4. During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria. (1.4)	1	9%	2	18%	6	55%	1	9%	0	0%	1	9%
5. Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario	1	9%	3	27%	5	45%	2	18%	0	0%	0	0%

curriculum and/or Individual Education plan (IEP). (1.5)												
School and Classroom Leadership	**Awareness**		**Early implementation**		**Implementation**		**Routine use**		**Don't know**		**No Response**	
6. Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning. (2.1)	1	9%	5	45%	3	27%	2	18%	0	0%	0	0%
7. Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement. (2.2)	0	0%	5	45%	4	36%	1	9%	1	9%	0	0%
8. Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning. (2.4)	0	0%	4	36%	5	45%	0	0%	2	18%	0	0%
9. Staff, students, parents and school community promote and sustain student well-being and positive student behavior in a safe, accepting, inclusive and healthy learning environment. (2.5)	2	18%	3	27%	3	27%	2	18%	1	9%	0	0%

Note: Highlighted areas relate to the problem of low collective teacher efficacy.

Such results garnered by, *The Report Card on Ontario Secondary Schools* (hereafter, Report Card, 2017) and the UFBSB's (2016) Data Integration Platform (DIP), offer insight into the gaps in student achievement and the need to create a school improvement plan that initializes a whole school approach to bridging such gaps. *The Report Card*, "collects a variety of relevant, objective indicators of school performance" (Cowley & Easton, 2017, p. 3) as a focus point for leaders to view their performance in meeting organizational goals. This document is a tool created to aid parents in making choices related to their children's education, while also offering a comparative element between schools, thereby highlighting areas of need as they relate to school improvement. As revealed by the findings compiled by Cowley and Easton (2017), the organization achieved an overall rating of 3.6 out of 10 whereas schools in the same

geographical area with similar student populations scored between a 4.5 and a 5.1, revealing the need to assess why student achievement is more challenged within this particular organization.

Similarly, when analyzing results from the UFBSB's DIP (2017), underachievement is also glaring. The nature of the information collected through the DIP, includes report card marks, results from standardized tests, demographics inclusive of English Language Learner status, student biographic information, credit accumulation by subject, attendance records, expulsions and suspensions, and classroom achievement data (DIP, 2017). According to the DIP (2015-2017), the organization has consistently scored below the UFBSB average for three consecutive years in both standardized tests, such as the Ontario Secondary School Literacy Tests (OSSLT) and the grade 9 EQAO in math, as well as in course pass rates throughout grades 9-12. Additionally, the contextual data comprised of student-focused surveys (see Table 1.2) reveals that in regards to the presence of a caring adult in the school, 59% said there is not a caring adult that they would trust to discuss social problems, 71% revealed that there is no caring adult with whom to seek out for spiritual problems, and 67% stated that they do not feel that there is a caring adult to whom they could disclose emotional problems (DIP, 2017). Both the DIP platform and the *Report Card*, then, may reflect the internal challenges of an organization struggling significantly with collective efficacy, and student achievement.

Table 1.2
Select Questions from My School My Voice 2016 Student Survey

20. a) Were you born in Canada?

Yes	No	No response
65 (40.4%)	84 (52.2%)	12 (7.5%)

b) Were your parents born in Canada?

Both parents were born in Canada	One parent was born in Canada	Neither parent was born in Canada	Don't know	No response
2 (1.2%)	11 (6.8%)	133 (82.6%)	4 (2.5%)	11 (6.8%)

21. a) What language(s) do you speak at home?

Only or mostly English	Another language (or other languages) as often as English	Only or mostly another language (or other languages)	No response
56 (34.8%)	72 (44.7%)	20 (12.4%)	13 (8.1%)

b) Are you currently enrolled in an ESL or ELD course?

Yes	No	No response
20 (12.4%)	128 (79.5%)	13 (8.1%)

22. Which of the following best describes your racial identity or background? (If applicable, choose more than one)

	Frequency	Percent		Frequency	Percent
Arab	45	28.0%	Latin American	15	9.3%
Black	43	26.7%	South Asian (e.g. East Indian, Pakistani, Sri Lankan, etc.)	13	8.1%
Chinese	2	1.2%	Southeast Asian (e.g. Cambodian, Laotian, Malaysian, Vietnamese, etc.)	2	1.2%
Filipino	21	13.0%	West Asian (e.g. Afghan, Iranian, etc.)	2	1.2%
Japanese	2	1.2%	White	14	8.7%
Korean	0	0.0%	Other	17	10.6%

Cowley and Easton's (2017) compilation of Ontario school results and the UFBS's aggregation of data accessed through the DIP, reveal the gaps in the organization's functioning. In scoring at the bottom rung of the school effectiveness ladder, even when accounting for schools with similar demographic makeup and environmental challenges, it is evident that the school leaders must elevate their school improvement plan to address such disparities. In order to improve school effectiveness, the school requires leaders to have a breadth of academic knowledge and teachers to have high academic standards and a belief that their students can obtain them. Additionally, effective instructional practices, a positive learning environment, and parental support and involvement (Bandura, 1993) are also instrumental to improvement. It is for this reason that the OIP will seek to focus the lens on professional learning that will strengthen teachers' sense of efficacy, while augmenting the instructional program, and

consequently, student achievement. Similarly, the data proffered by the UFBSB's centralized data system indicates, both through the achievement and the contextual data, that there is a need to strengthen the teacher student dynamic as a catalyst for school improvement. This OIP, then, will also address the affective realm of education, seeking to understand and address the social emotional competencies that create a viable and thriving teaching and learning environment.

Board level. The UFBSB's (2015) Board learning and Improvement Plan (BLIP) offers a seemingly holistic approach to school effectiveness. Its inclusion of facets such as, "staff engagement and wellbeing" (UFBSB BLIP, 2015, p.5) as well as "nurturing Catholic community"(UFBSB BLIP, 2015, p.5) reveals an understanding that employees' beliefs, values, and sense of purpose are intricately tied to, "creating a caring and nurturing teaching culture that will in turn support student achievement and well-being" (UFBSB BLIP, 2015, p. 6). Yet, while the UFBSB mandates that, "all schools have a robust process for understanding and responding to staff needs both as a profession and a vocation that acts to support staff wellbeing", it is up to the discretion of school leaders to determine what such robust processes are. This can leave leaders feeling ill-equipped at implementing and tracking such processes. Additionally, the call to create and to sustain a collaborative Catholic professional learning community capable of fostering collective responsibility for the worth and dignity of all members of the community (UFBSB BLIP, 2015, p.6), is wide in scope and requires further clarification if leaders are to enliven such a mandate.

While opportunities that may aid in improving the collective efficacy of staff are included in the plan and suggest scheduled time to confer with individual educators to discuss what is important to them via their annual learning plan, the many demands placed upon administrators challenges this process, often preventing principal leaders from offering the depth and time that

makes this process effective. The plan emphasizes the value in the sharing of professional learning that support processes that facilitate staff engagement and well-being, without detailing an avenue to enliven such sharing. Although the UFBSB has provided measures or indicators of improvement, inclusive of, UFBSB staff surveys, artefacts from schools, superintendent visits, and school learning improvement plan reviews, there are few mechanisms in place to offer the time and depth of ongoing and meaningful feedback that would aid staff in honing their craft and developing confidence in leading their own and their students' learning.

Commitment to stakeholders. The Multi-Year Strategic Plan (MYSP) (2016), is a tool used to orient school leaders as they navigate where, how, and why to initiate school improvement practices. The plan focuses on six areas, inclusive of, "living our values", "strengthening public confidence", "inspiring and motivating employees", "achieving excellence in governance", "promoting stewardship of resources", and "student achievement and well-being" (MYSP, 2016). These focus points indicate to the public what the organization's goals, direction, and strategies are and who they seek to serve. While the MYSP (2016), offers supporting points to clarify how it will enact its strategy, the points are vague and lack the procedural aspects to create a consistent system-wide approach. While, for example, it notes that in an effort to, inspire and motivate employees, the UFBSB will endeavor to create a culture of respect and professionalism capable of supporting excellence and innovation at all levels of the organization (MYSP, 2016), there is no inclusion of a methodology for how to create such a culture in the varying and diverse communities that comprise the organization. Similarly, while stating that the UFBSB is dedicated to, "living our values" of Catholic faith, there is no holistic pursuit of faith development outside of participating in sporadic faith-based activities through liturgical celebrations and opportunities for spiritual retreats (MYSP, 2016).

Yet, in order for the organization to manifest its values and beliefs as the thread that weaves all other practices together, the pursuit of value-laden education requires more than periodic manifestations. If the values of the organization are to be the bedrock upon which all other practices are built, they must be embedded in all facets of organizational living. In recognizing the issue of low morale, it is clear that the UFBSB acknowledges the interdependency of inspired staff and productive schools. Yet, there is very little offered to ensure that both school leaders and the staff they serve are exposed to the type of learning, training, and environments that will facilitate such growth.

The Structural Frame. There continues to be a presence of vertical, hierarchical, formal and somewhat mechanistic facets within the organization. Research and theories on educational improvement, including the work of scholars such as Michael Fullan (2016), Kenneth Leithwood et al. (2007, 2017) and Carol Dweck (2006, 2016), have shifted the organization towards more participatory horizontal structures for leading learning. What Cawsey et al. (2016) refer to as "lateral relations", exist to improve the flow of information and skill building. The formal teams that aid in improving both the academic and relational facets of the school, however, are voluntary, and thus, many of these teams tend to be populated by the same individuals, who are then prone to suffer burn-out and frustration (p.151). Additionally, resentment often builds towards such involved members of the community and gossip seeps in, straining the ideal of professional collegiality, trust, and integrity. Greater coordination amongst roles and intra-organizational networks between and amongst departments would improve the organization's ability to work collaboratively, to understand the value of their colleagues, to meet organizational needs, and to resolve issues hindering success. In assessing the, "gaps vs. overlaps dilemma" (Cawsey et al., 2016, p. 156), it is apparent that, while organizational goals are distinctly articulated, the tasks required to actualize these goals are not always clearly

defined. As a result, such purposes are sometimes merged with other less important organizational undertakings, muddying pathways for improvement and for teacher agency.

The emphasis on creating a lateral structure may be impeding teacher efficacy, as noted by research showing the relationship between faculty morale and a school structure that clearly articulates expectations, roles, and authoritative lines (Bolman & Deal, 2017, p. 48). The UFBSB's trend towards participatory leadership, where task delineation is unclear requires revision since it may be contributing to struggles with creating viable and differentiated working groups, poor accountability mechanisms, and low self and collective efficacy, necessitating an improved understanding and functioning of such leadership approaches. Such challenges to parallel and emergent leadership may be offset by improving the collective efficacy of teachers, since, as related by Leithwood and Jantzi (2008), "given appropriate skills and adequate incentives…efficacy expectations are a major determinant of people's choice of activities, how much effort they will expend and how long they will sustain effort in dealing with stressful situations" (Leithwood & Jantzi, 2008, p. 501).

Policies and accountability mechanisms. Although structures are formalized in writing through both policy documents and platforms disseminating organizational goals, educators are not often held accountable for gaps, inadequacies, or inefficiencies in meeting these goals. This is due to the reality that authority is not always, "endorsed" (Bolman and Deal, 2017, p.52) by teachers, and thus, school leaders are often stifled by, or fearful of, backlash from union representatives. The order or, "span of control" (Cawsey et al., 2016, p. 147), is minimized by a collective agreement between union members and management that prioritizes employees' rights over educational needs, nullifying the, "chain of command" (Cawsey et al., 2016, p. 147). This makes apparent the need for greater, "measurement against the standards" (Bolman and Deal,

2017, p. 52) in order to asses and remedy issues affecting teacher efficacy. Intended performance control mechanisms such as the, *Annual Learning Plan, Teacher Performance Appraisal*, and *New Teacher Induction Program*, have the potential to motivate individual efforts and to improve organizational functioning by asking teachers to goal set, to align, and to action plan, but are often deemed as meaningless and disconnected from the educator's daily challenges. Teacher emotions need to be leveraged with these existing structures meant to augment professional practice and thus, improve teacher self-efficacy.

Core processes and systems. The school community is unique in that its purpose, progress, and productivity are dependent upon the individuals within the community. Educators align their moral and operational imperatives around student well-being and achievement outcomes. Their ability to meet these goals and to elevate the future state of student achievement, however, is linked to the current state of student progress. In the educational forum, the "raw materials, activities that turn inputs into outputs, and the underlying beliefs about the links among inputs, activities, and outcomes" (Bolman and Deal, 2017, p. 62) are all interrelated and dependent upon skills, abilities, and beliefs of both the producer and the product. This necessitates improved effectiveness, where core processes are strategized through formal avenues such as the *School Learning and Improvement Plan* as well as the *Safe and Caring School Plan* in order to ensure that organizational practices are precise, targeted, and monitored for gaps and for progress. Additionally, by incorporating collaborative teacher inquiry into the organization's systems, the relationship between teaching and learning is better understood, and new knowledge can then be created to implement changes in pedagogical practices (Donohoo, 2017, p. 61).

Accountability to these core processes is affected by a parent community that is often too enmeshed in social, cultural, and economic challenges to be active advocates for student learning. Research reveals challenges to the access of resources for parents living in low income neighborhoods (City of Toronto, 2012). They are not privy to the same financial and educational resources as those from the middle-class, thereby experiencing a time poverty, wherein working class families lack dedicated time to their children's educational needs (Williams & Sanchez, 2012, p. 629). This, coupled with conflicting systems of internal governance that struggle to agree on core aspects of organizational operation creates inconsistencies in classroom practices. It may be possible to alleviate such variance by improving both teacher and school leadership expertise, ensuring ongoing collaboration, while developing collective proficiency (Hattie, 2015, p. 2).

The human resources frame. The success of a leader's human resource management is contingent upon one's capacity to build a culture of trust and transparency where individual members feel their efficacy and know that they are valued for their work. Key findings suggest that, "showing professional respect; encouraging and acknowledging teacher effort and results; providing appropriate protection; being seen; allowing teacher voice; and communicating principal vision" (Lambersky, 2016, p. 395) have the capacity to improve teacher efficacy and organizational functioning.

Hiring practices, employee retention, and compensation. While finding and retaining a contingent of skilled and eager employees is paramount to organizational improvement, the highly sanctioned board hiring practices of teachers limits school leaders from selecting candidates who are the best fit for the learning culture. When promising candidates are available, they are contracted on a short-term basis due to such bureaucratic practices. Having

experienced four different administrative teams for four years consecutively, leaves community members unclear about the school vision and the next steps required to attain it. Such bureaucratic processes have also resulted in newly hired teachers either being forced to leave due to short-term contracts ending or choosing to leave for school communities for which they feel better-suited to work. This creates gaps in school-based learning teams and in the transferability of professional knowledge and skill, creating frustration for those called upon to continuously mentor and to inform the practices of teachers new to the school.

This type of turnover also prevents the creation of viable and trusting relationships amongst and between staff and students. While there exists dedicated employees and available resources, pressure to produce results and time constraints often limit the administration's capacity to invest in the people capable of being a part of the coalition for school improvement. Additionally, when teams are created, they often lack the required support, changes in professional approaches, and systems to aid the communication process between groups within the organization (Bolman and Deal, 2017, p.137). Teachers remain underdeveloped in their knowledge of promising professional practices and seemingly disillusioned on account of the organization's inability to recognize and celebrate their unique talents. To circumvent such an issue, school leaders would benefit from creating an, "ownership culture" (Bolman and Deal, 2017, p. 146) where educators feel they have more of a stake in the attainment of organizational goals.

The political frame. In addition to establishing the human element, leaders benefit from learning how to maneuver the political terrain that underscores organizational behaviors. Understanding the differing values, beliefs, information, and perceptions of reality that have the potential to contribute to conflict, resource distribution, and power differentials is paramount to

improvement (Bolman and Deal, 2013, p.188). It is, then, incumbent upon the school leader to address this fragmentation by being attuned to these forces. Such forces may be offset by improving the collective efficacy of teachers, noting that by heightening levels of collective efficacy, it is possible to ameliorate the negative experiences of employees (Leithwood & Jantzi, 2008, p. 503). Additionally, both task direction and goal setting have contributed to the development of a sense of efficacy (Leithwood & Jantzi, 2008, p. 507).

***Power shifts and competing agendas*.** A challenge that affects both individual and collective efficacy is the presence of staff with differing views on values, beliefs, interests and perceptions of reality (Bolman & Deal, 2017, p.188). While supposedly functioning under the auspices of a religiously sanctioned educational vision bolstering the holistic development of each community member, there exists varying perspectives on what can be accomplished and the potential for growth, creating a divide between a deficit mentality and those with a growth - mindset. Additionally, the influence that rears from this unionized workplace creates power struggles between an administrative team seeking to augment instructional and evaluative practices and a governing body that aims to challenge changes to teacher practice. By emphasizing commitment to common goals, the school leaders may make strides in creating alliances of individuals who are relentless in their pursuit for school improvement, and ultimately, a more viable and optimistic learning culture.

Leading through conflict and culture clashes. The complimentary facets of transformational and servant leadership may be beneficial in counteracting the presence of unproductive conflict. Sergiovanni (2005a) maintains that leaders have a responsibility to, create and sustain a moral environment of support for the organization's virtues and to model them, which may be a starting point for combating staff dissonance and conflict (Sergiovanni, 2005a, p.

81). Leading with one's humanity can be a strategy for improvement since effective leadership involves mobilizing and elevating the staff, and this requires that leaders have a fully developed understanding of the responsibilities intertwined in leading others (Bolman and Deal, 2017, p. 220). Such an approach to leadership may minimize the deleterious effects of ongoing negative talk pertaining to staff and students and gossip amongst staff by appealing to, "'better angles' in constituents' psyches" (Bolman and Deal, 2017, p. 220).

The symbolic frame. In addition to better understanding the structure, its people, and the politics that guide an organization, a comprehensive understanding of the symbolic nature of the organization must also be included in the change vision. In an organization premised on the Catholic faith, highlighting the shared symbolic purpose of embedding core values of the faith tradition into daily practices can be a powerful tool. Yet, in increasingly secular times, both the staff and students seem to be foreigners in this land of faith- based education and strangers to their own story, creating a discomfort, disconnect, and unfamiliarity with tenants of the faith and the practices employed to uphold them. An example of such disconnect is evinced by anecdotal evidence revealing that teachers whose "prep-time" or non-teaching block falls at the same time as religious activities will choose not to attend such faith-based practices. Similarly, attendance records on "mass" days reveals an increase in student absenteeism or truancy (UFBSB DIP, 2015-2017). This has fragmented the religious character of the school and prevented the congealing of a unified identity and cohesive value-laden approach to a faith-centered living and learning. Sergiovanni's (2005b) work on virtue-laden leadership and Alavi and Gill's (2017) findings on authentic leadership are integral to addressing these symbolic needs, resolving conflict that emerges from these clashes, and creating organizations primed for improved efficacy.

Guiding Questions/Areas of Focus Derived from POP

Persistent Gaps in Student Achievement and Engagement

Academic under-performance shadows potential in the school. The community has experienced three consecutive years of below average UFBSB and provincial results on assessments from the Ministry's EQAO. Similarly, under-performance on classroom-based assessments and evaluations are also evident and thus, educators' feelings of efficacy are likely to have been affected. Additionally, there is a challenge in learning how to motivate teachers to experiment with research-based instructional methods or assessment tools meant to maximize student success. This is evinced by data from the BLIP/SEF survey (2016) where 0% of teachers reported the routine use of job-embedded and inquiry-based professional learning that, "builds capacity, informs instructional practice and contributes to a culture of learning" (UFBSB Data Integration Platform, 2016). On the same BLIP/SEF survey, only 9% of teachers responded that they feel that a culture of high expectations supporting student learning is in routine use (UFBSB Data Integration Platform, 2016). Similarly, only 9% of staff believe that, clear interventions are in place to support students at risk and are known by all staff (UFBSB Data Integration Platform, 2016). It is plausible that these responses are a result of teachers' creative and professional energies being affected by the exertion required to effectively manage issues within the classroom, inclusive of disruptive behavior and a lack of student focus and skill.

Underdeveloped Social-Emotional Competencies

Frustrations could potentially be mitigated in a community with heightened levels of social-emotional competencies. The school administrators are left to question how best to develop the sense of grit, resilience, and self-awareness required to address the needs of students

living and learning in vulnerable communities. The work of several educational theorists have outlined the importance of prioritizing the emotional factors involved in educational change (Beatty, 2000, 2007; Beatty & Brew 2004; Goleman, D., Boyatzis, A. & McKee, A., 2013; Hargreaves, 1998, 2000, 2004; Zorn & Boler, 2007). Beatty (2000) notes that the, "intrapersonal, interpersonal, social, micro-political, structural and psychodynamic factors at work in schools may be contributing to creating, and sustaining the emotional processes underlying the attachment to stasis at a time when embracing change has become essential" (p. 336). The literature suggests that those in search of educational reform seek to understand the emotionality behind practices that prevent change. This requires a shift into what Hargreaves, Harris, and Alma (2014) term, "uplifting leadership" where the struggle to de-escalate conflict and to actualize the potential of disengaged youth is strengthened by leadership premised on trust, engagement and relationship building (p. 160).

Disengagement from Growth Opportunities

While opportunities to develop both instructional strategies and social-emotional competencies have been suggested, there seems to remain a sense of disillusionment and fatigue related to the continuous re-branding of techniques and what are supposed cure-alls in instruction, assessment, and classroom management. Such a lack of zeal for new strategies may be accounted for by noting that professional development is often conceptualized as a binary relationship between employers' designs for accountability and reform, and the collective's experiences of what requires change, inclusive of the specific processes that will invite such change (Hardy & Wagga, 2009, p. 511). The school administrators must question how to recalibrate such binary thinking so that teachers and principals work cohesively on agreed upon goals.

In noting that one of the factors affecting teacher efficacy is the lack of student engagement and the academic underperformance of students, there is utility in the literature that supports the promotion of a growth mindset. Claro et al.'s (2016) research can be helpful by suggesting that leaders promote a growth mind-set to encourage teachers to reevaluate their worth and their ability to affect student success. Additionally, research by Ross and Bruce (2007) reveals that improved efficacy is possible when, "teachers accumulated experiences in which they (a) perceived themselves as professionally masterful, (b) observed teachers like themselves being successful, (c) persuaded each other that they could teach the new curriculum, and (d) engaged in stress-reduction practices" (p. 52). By ensuring that transformational leadership augments the cooperative elements of the teachers, educators will be encouraged to collaborate on designing programs and practices that not only augment their effectiveness in the classroom, but that have a residual effect of improving student engagement, and ultimately, achievement.

Improved Communication

The often frenetic pace of the learning community coupled with persistent student and staff issues, often prevent ongoing and timely communication between the various educational stakeholders within the community. The school leaders are called to find ways to address such gaps in communication as a conduit to improving the collective efficacy of the organization. Teachers have expressed concern about the lack of transparency in relation to the scheduling of the school, teacher duties, students deemed at risk, and school activities and programs. Literature points to the need to create structures and places for debate and dialogue, to invite and honor the voices of the various interest groups within education, seeking ways to highlight common ground and mutual interest. Here, the leader makes gains towards organizational improvement through the effective managing of competing voices and diverse needs. Fisher's

(2016) work supports such a leadership approach, noting that leaders must foster a deep understanding of both the individual and the collective as well as the relationship between the two (Fisher, 2016, p. 17). Fisher's (2016) research reminds leaders seeking change of the importance of incorporating the voice of various interest groups into the organizational change process.

Change Vision Emergent from the Organizational Problem of Practice

Objectives

By adopting a transformational approach to leadership, seeking to imbue values, emotional responsiveness, and collaborative practices into the systems and structures of the organization, it is supposed that collective teacher efficacy will improve, and that the school will be in a better position to actualize the goals of the school learning and improvement plan.

Goals and Action Plan for Improvement

To address an organization whose potential remains latent due to low levels of efficacy and a proclivity for enacting positive change, the leader must work with his or her community to challenge existing frameworks. Such a leader must endeavor to create an agenda of goals that recognizes the conditions that colour the cognitive, social, and psychological terrain of the community, creating new, or re-fashioning existing systems and structures oriented towards improving the organization's ability to enhance learning at all levels. To improve the organization, it is necessary to address the issue of low collective efficacy by motivating growth, engagement, and a commitment to elevating the status quo.

School leaders, specifically the administrative team, must use such a model of transformation to inspire trust and confidence in their ability to shape and to support meaningful change by motivating others to move alongside them to actualize potential and offset the tendency towards apathy and stasis (Bryk & Schneider, 2002; Evans, 1996; Tschannen-Moran,

2014). Research by Wieczorek and Theoharis (2016), finds that in urban areas, policy mandates compound upon other existing reform efforts and elevate pressure to improve student performance. These are often layered onto other continuous school reform efforts and the need to increase student achievement results, which can negatively affect staff morale, efficacy, and stress amongst teachers (Wieczorek & Theoharis, 2016, p. 99). According to Leithwood and Jantzi (2008) evidence exists to attest to, "suitability of transformational leadership practices in schools faced with significant challenges for change" (p.204). In noting that transformational approaches to leadership emphasize trust, emotions, values, and capacity-building (Leithwood & Jantzi, 2008, p. 204), it is prudent for leaders within the UFBS to maximize their commitment, not only to school goals, but to the individuals who will drive the practices to achieve such goals in ways that might offset apathy and resistance.

Such an approach requires leaders' presence and participation in classroom learning, hallway supervision, and in opportunities for job-embedded knowledge and skill building, which are paramount in establishing trust, a sense of integrity, and a commitment to organizational improvement. In addition to greater support from school leaders, resources from both the UFBSB and community stakeholders can serve to enrich knowledge around the risk factors for vulnerable students. This may position educators to understand the needs of the learning environment in greater depth, thereby re-empowering teachers to try new strategies to support student learning.

Change Drivers: Assessment of Power and Agency for Change

The administrators and leaders of the school community have the agency to incrementally improve facets of the school that both directly and indirectly affect individual and collective efficacy. These include the instructional program, the level of student engagement, the

approach to student misconduct, the mechanisms utilized in conflict resolution, and the protocols ensuring school safety, the power for meaningful change lies in the collective. Community members, including school leaders, however, have come to see themselves as having very little persuasion over decision-making that is capable of initiating and sustaining growth. A change of agency amongst all educational stakeholders within the community requires members to, "see themselves as policy actors" (Winston & Pollock, 2014, p. 48), rather than as, "policy takers" (Gunter & Fitzgerald, 2008, p. 336). In knowing that shifting mindsets requires investments of time and energy, it is prudent to begin by forming alliances with those most resilient, eager, and open to growth rather than individuals who are resistant to change. Through the use of collaborative approaches to leadership, where individuals are encouraged to converge into learning communities energized by, "discovering and creating new knowledge together" (Beatty, 2000, p. 330), it may be possible to utilize divergence and dissent in promoting creativity and connection.

Organizational Change Readiness

Readiness for change comparison and contrast. In order to assess the organization's readiness for change as it relates to this OIP's PoP, Cawsey et al.'s (2016) Readiness for Change assessment tool is utilized as a compliment to their Change Path Model. This assessment addresses staff's readiness to elevate the status quo by conducting a force field analysis (Cawsey et al., 2016, p. 196) that addresses the forces that welcome or resist change, while also reflecting on the readiness dimensions (Cawsey et al., 2016, p. 107). These dimensions include the previous change experiences, executive support, credible leadership and change champions, openness to change, rewards for change, and measures for change and accountability. Such an assessment allows the organization to ascertain where they are situated on a scale ranging from -

10 to +35 relating change readiness (Cawsey et al., 2016, p. 111). In considering these aforementioned dimensions, the UFBS' overall score for change readiness is a +17, making manifest that, while obstacles do exist, the pursuit to improve collective teacher efficacy is possible. In order for such change to be enlivened, the school leaders would be prudent in making its members aware of the issues surrounding the status quo, specifically, challenges with teacher efficacy and student achievement.

A force field analysis (see Table 1.3) can aid in elevating the staff's awareness of the obstacles to change. The analysis details a review of the internal and external forces affecting change and their corresponding strength measured as weak (W), moderate (M), and high (H) as determined by the administrative team conducting this OIP.

Table 1.3
UFBS Force Field Analysis

Driving Forces	Strength	Restraining Forces	Strength
UFBS below average scores on government mandated tests	**M**	Current culture of teaching resistant or apathetic to the implementation of promising strategies to elevate student learning	**H**
UFBSB initiatives to improve student engagement through instructional practices and changes to the learning environment	**W**	Support of a union that does not mandate exemplary professional practice	**M**
Community stakeholders support in providing programs and resources to enhance student achievement	**W**	Lack of parental pressure to improve the learning culture	**W**
Formal and informal leaders' desire to improve the learning culture of the school	**H**	Risk factors associated with living in vulnerable communities	**M**
The moral imperative of this faith based school to enrich its members, mind, body, and spirit	**W**	Student/teacher comportment affecting relationship building	**M**

Flexibility afforded to administrative team by UFBSB to experiment with possible structures for change	**M**	Lack of time dedicated to job-embedded learning that would facilitate the implementation of promising practices	**M**

In identifying and scaling these driving and restraining forces, it is apparent that there is greater strength in areas of resistance than of receptivity to change, and thus, these restraining forces will be accounted for in determining plausible solutions for change. The administrative team will also seek ways to minimize factors that support the status quo, decreasing their strength and creating a more balanced force field. For example, while the formal leaders cannot dismantle the collective agreement of the union, they can find creative ways of overcoming union-related obstacles. This may include altering the structure of the day to include job-embedded opportunities for professional learning that are within the regulated timelines of teacher work hours. Additional means of balancing the force field will be explored in Chapter 2, as possible solutions unfold.

Once the driving and restraining forces are identified and shared with the collective, staff can begin to offset disabling forces. This will also aid in attaining the first stage of, "awakening" in the Change Path Model (Cawsey et al., 2016). Here, staff will be invited to identify shared goals and conjure various ways of moving beyond the status quo in order to achieve the desired vision. Following such an, "awakening", the administration should seek to mobilize staff, the second stage in this model, by identifying a, "transformational vision based on higher-order values" (Cawsey et al., 2016, p. 112). This will be achieved by recognizing the formal systems and structures that currently exist, while leveraging such systems with the transformational vision for the future organizational state (Cawsey et al, 2016, p. 98). In order to move the organization into the third phase of "acceleration", the administration will use tools meant to

build momentum and to consolidate progress, such as added time for professional capacity building, reflection on school data, and action planning based on student achievement results. The fourth and final stage of, "institutionalization", will allow for the development of new structures to support the knowledge and skills garnered throughout the change process.

Conclusion

Chapter One has sought to identify the problem of practice situated within this OIP, while offering a historical overview of the organization and the rationale for the implementation of change. An analysis of the internal and external data contributing to the problem of practice was proffered, while seeking to understand the organization's change readiness and its ability to attune to the change vision and its drivers. Chapter Two will continue this OIP's trajectory for change by offering an analysis of the theoretical frameworks and models that will facilitate the school leader's change processes, while offering possible solutions for addressing the problem of practice and communicating approaches for improvement.

Chapter Two

Introduction

This chapter begins with a discussion of the theoretical influences that guide this OIP. Following this, Chapter Two endeavors to provide a framework for leading the change process, while highlighting the tools and approaches that will facilitate the desired improvement. A critical organizational analysis that outlines why the problem of practice exists adjacent to a gap analysis that delineates the current state from the future state will also be unfolded. Additionally, this chapter seeks to outline potential solutions and a means of communicating change effectively to all stakeholders. As a concluding element to this chapter, a solution that best suits the organizational needs will be proposed and supported by relevant literature and leadership theories.

Leading Change: Theoretical/Conceptual Frameworks and Tools

Leadership Framework and the PoP

Within the context of this OIP, leadership can be defined as the ability to enliven potential in others through a leader's commitment to reflective, collective, and responsive decision-making, purposeful action towards goal acquisition, and the persistent evaluation of progress in pursuit of the school's vision. Such an understanding of leadership is premised predominately on the Leithwood et al. (2007; 2012) model of transformational leadership, whose focus on the collective primes this approach to include elements of emotionally-responsive, parallel, and value-laden administration. Unlike other models of transformational leadership, such as that proposed by Bass (1985) and Bass and Avolio (1994), focused on idealizing influence, inspiring motivation, intellectual stimulation, and individualized consideration, Leithwood et al. (2007; 2012) moves the lens away from focusing upon the actions of the leader

to honing in on the collective (Geisel, Sleegers, Leithwood, & Jantzi, 2003, p. 230). While other leadership approaches such as contingency, transactional, servant, instructional, or distributed are each marked by leadership practices that have the potential to lead change, a transformational approach was chosen because it moves beyond a uni-dimensional, top-down approach to leadership and presents a more multi-faceted capacity. The aforementioned theories focus more predominately on a single facet of the organization, for example, student achievement, rather than incorporating all members into both the change plan and its goals. The utility of transformational leadership, then, lies in its ability to foster a more comprehensive approach to change. It is both inclusive of emergent leaders in non-formal leadership roles, while still allotting accountability to the formal leaders for co-visioning, goal setting, and activating the potential in organizational members. According to Leithwood et al., (2007; 2012), transformational leadership encompasses three goals of aiding staff to establish and maintain a collaborative, professional school culture, fostering teacher development, and encouraging and facilitating more effective problem solving strategies for teachers. Each of these goals is instrumental in resolving this PoP since the three dimensions contribute to improving the collective efficacy of staff, and consequently, student achievement.

The literature reveals that, transformational school leadership is no longer conceived of as only a heroic and top-down form of leadership (Leithwood, 2010; Leithwood & Jantzi, 2005). Leithwood and Jantzi (2005) suggest that a consistent pattern of results exists to reveal that the effects of transformational leadership are augmented by factors such as, "prior student achievement, family educational culture, organizational culture, shared school goals, and coherent plans and policies" (p. 185). This offers insight into how this approach might function within the context of this OIP. In the organization, where student achievement is below UFBSB

and provincial standards, where a large proportion of families speak a language other than English in the home and are newcomers to the country, and where the organizational culture struggles with low levels of efficacy, it is likely that transformational approaches will also be challenging. In noting however, that transformational leadership is greatly affected by the willingness of leaders to initiate and mobilize change and can be enhanced by the school's structures and process, it is possible to offset such challenges through strategic solutions posed throughout this chapter (Darling-Hammond, 2005; Hightower, 2002; Leithwood, 2010; Leithwood & Jantzi, 2005; McLaughlin & Talbert, 2003).

Research reveals that principals who commit to the well-being of their staff and who engender care and compassion are more apt to restore vigor to collective efficacy, while inciting a desire for educational improvement (Cherkowski, 2012, Lambersky, 2014; Pace, 2010; Wheatley, 2005). Showing professional respect, honoring teacher efforts, safeguarding staff, being present, encouraging teachers, and clarifying the school vision have the capacity to improve school effectiveness (Lambersky, 2016, p. 395). Additionally, Leithwood and Jantzi (2008) reveal that leadership practices intent on being impactful include, offering intellectual stimulation, providing individualized support, and providing an appropriate model for staff to follow (p. 508). Integral to organizational improvement then, is an understanding of the subcultures within the organization and how leaders' emotionality, behaviors, and ability to influence, transform, and change these subcultures to actualize the organizational vision for change. As noted in Chapter One, the organization's belief in their ability to affect outcomes is paramount to this OIP. The elevation of the collective teacher efficacy differs from individual teacher efficacy in that, "collective teacher efficacy refers to expectations of the effectiveness of the staff to which one belongs, whereas teacher efficacy

refers to expectations about one's own teaching ability" (Ross & Gray, 2006, p. 182). In noting that this OIP seeks to connect teacher efficacy to the emotional responsiveness of school leaders, literature on the principal's ability to inspire trust by responding to the reciprocal nature of emotionality, makes paramount the need to incorporate such leadership models into this OIP (Hargreaves, 1998; Lambersky, 2016; Leithwood, 2007; Leithwood & Beatty, 2008; Leithwood, Menzies, & Jantzi, 1996; Leithwood, Steinbach, & Jantzi, 2002; Leithwood, Straus, & Anderson, 2007).

Transformation through emotionally responsive leadership. This interweaving of transformational leadership with emotional responsiveness is integral to fostering the type of collaboration required to improve the collective efficacy of the teaching staff. Beatty (2000) proposes that, in order to re-inspire organizational commitment, the fostering of a collaborative culture capable of sustaining a synergistic energy is required. By applying Rosenbrough and Leverett's (2011) ideologies on transformational teaching to transformational leading, one understands that such an approach requires principals to be inspirational, fostering a dynamic whereby leaders and followers experience the sacred quality of human relationships that depend upon connection of the mind, body, and spirit (p. 14). Various factors at work in schools, such as the intrapersonal, interpersonal, social, micro-political, structural and psychodynamic factors, have the potential to create and sustain the emotional processes underlying the attachment to stasis, at a time when embracing change has become necessary (Beatty, 2000; Bryk & Schneider, 2002; Evans, 1996; Leithwood & Jantizi, 2008; Tschannen-Moran, 2014). In noting that the administrators of this Organizational Improvement Plan (OIP) seek to connect school improvement and teacher efficacy to the emotional responsiveness of school leaders, the inclusion of literature that highlights the reciprocal nature of emotionality is required (Beatty,

2000, 2007; Beatty & Brew 2004; Goleman, Boyatzis, & McKee, 2013; Hargreaves, 1998, 2000, 2004; Sergiovanni, 2005a; Zorn & Boler, 2007). This makes paramount the need to offer learning for principals around the affective domain of school leadership.

Transformation through parallel leadership/collaborative cultures. Emotionally responsive relationships such as those described above require individuals to connect in meaningful ways, such as those inspired by a participatory or a parallel approach to leadership (Day & Crowther, 2002, Hallinger & Heck, 2010; Senge, 1997, 2000). Parallel leadership has as its key qualities a reciprocity of trust and respect, focused on a shared vision that respects the voices of the community. Such leadership promotes an understanding that links the pedagogical development led by teachers with the strategic development led by principals as a means to improve the culture of learning and enhance school capacity (Day & Crowther, 2002, p. 154). Here, educators work to accomplish goals in teams dedicated to school improvement. This presents challenges in a community fractured by conflict and disillusioned by persistent underachievement. In order to re-inspire organizational commitment, the fostering of an effective collaborative culture requires self-generating creative synergy (Beatty, 2000, p. 338). As related by Andrews and Crowther (2002), the collective responsibility required for parallel leadership has several facets. It involves, identifying critical commonalities in their most successful individual teaching practices and aligning them to promote a consistent school-wide approach. Subsequently, educators must ensure they are supported by both the formal leaders, such as the administrative team, and more informal leaders, such as those leading departments and professional learning. It is the collective's creation of this new knowledge that has the capacity to reinvigorate previously stagnant communities.

Transformation through value laden leadership. In noting that this OIP is situated in a faith-based school, the values espoused by the administrative team have the potential to color the culture of the school. Kluckhohn (1962) defines values as the conception of the desirable, distinctive of an individual or group, which influences the decision-making and actions of the individual or group (Parsons & Shils, 1962). Such value-based decisions affect school climate and thus, Dewitt's (2018) research on creating a positive school climate and Sergiovanni's (1998) on pedagogical leadership, is significant for this OIP. Their findings reveal the importance of principals learning learn how to mobilize people and communities to recognize their issues, while encouraging positive forms of collaboration. Such a fellowship, represents a moral contract capable of transforming the school into a moral community (Sergiovanni, 1998, p. 43), encouraging leadership capital, which in turn, generates the social, academic, and professional capital required for school effectiveness. Sergiovanni's (1998) research proposes that pedagogical leadership that invests in building the social, emotional, and intellectual capital of teachers and students, has the capacity to increase value and to improve student achievement. Capital is developed by focusing on heightening the care and collaboration amongst staff to engender communities of practice that work together to achieve goals. Similarly, the work of Begley (2001) encourages principals to engage staff in reflecting on the value system within the school, tasking leaders with finding a model and framework that will allow for the routine reflection on values, orientations, motivations and implications. By cultivating this reflective approach to pedagogical leadership, schools are more inclined to reap the benefits of heightened capital, where practices are imbued with the shared values of the collective. Such professional capital elevates the expertise of teachers individually and collectively to make a difference in the learning and achievement of all students (Hargreaves & Fullan, 2013, p. 37).

Transformation through spiritually-attuned leadership. Additionally, if the UFBS is to be successful in living its faith-based vision and experience value-added growth, the community requires a strong commitment to its core values, which in the UFBS, are to be centered on the organization's shared faith. This marries well with a transformational approach to leadership that accounts for the spiritual development of the organization's members. Spiritual leadership is defined as, "comprising the values, attitudes, and behaviors that are necessary to intrinsically motivate one's self and others so that they have a sense of spiritual survival through calling and membership" (Fry, 2003, p. 710). Such leadership entails creating a vision that cultivates a shared purpose reflecting the staff's desire to make a difference, while also establishing a culture of care, concern, and gratitude for self and others. Both the value laden and spiritual facets of transformational leadership will be utilized as a means to decrease the conflict and disillusionment that currently affect the teaching and learning culture within the organization.

Personal Leadership Model

A transformational approach to leadership that inspires an enrichment in the affective, collaborative, value-laden, and spiritual structures of the school aligns well with my personal approach to leadership that seeks the holistic development of the community. As a vice principal, I recognize that neither the motivation of the people nor a mobilization of change is possible in the absence of attending to the gamut of human needs that accompany every individual as they enter into the school day. I also recognize the need to meet the community where they are, serving to augment their current beliefs and practices without completely disrupting and overhauling their status quo. It is for this reason, that a transformational approach, seeking reform and improvement to current structures is preferred over a

transformative one that initializes a profound overhaul to improve how school is conceptualized and actualized (Hewitt, Davis, Lashley, 2014, p.226). Harkening back to Abraham Maslow's (1943) theory of human motivation, where an integrated wholeness of the individual must be sought in order to motivate change, I seek to transform the community by attending to the individual needs that make up that whole. By attuning to the physiological, safety, belonging, esteem, and self-actualization needs of the individuals within the organization, the organization becomes better situated to move beyond the basic needs of the person and into the arena of meeting goals for the community. For example, when the esteem needs of individuals are met, and they have acquired a heightened sense of self-respect and esteem for others, the collective efficacy can begin to be addressed as individuals are better equipped to interact respectfully with one another and to address the interconnectivity of their work (Maslow, 1943).

Similarly, without cultivating a sense of belonging, leaders cannot focus the individuals on goals that are meant to serve the greater good of the community, since individuals will not see themselves as an integral piece of the change vision. By attending to the self-actualization of teachers, the intrinsic motivation of educators can be activated and lead to experiences of satisfaction whereby educators begin to surpass what is required of them in order to meet what is desired in the organization (Faulkner, 2017, p. 198). By addressing the spectrum of human needs and finding creative ways to marry them with the goals of the organization, I aspire to foster the type of transformation that not only encourages greater collective efficacy, but that reminds staff of our greater purpose of service to the holistic development of each student.

Critical Organizational Analysis

Contextualizing the Need for Change

The school community is challenged by academic underperformance and low levels of confidence in the efficacy of collaborative structures. In regards to underperformance, on the ministry EQAO testing in mathematics, students in the school studying at the applied level experienced a 36% pass rate, whereas the UFBSB had a 45% success rate (UFBSB Data Integration Platform, 2016). Similarly, at the academic level, 57% of UFBS students experienced success compared with 83% at the UFBSB (UFBSB Data Integration Platform, 2016). As indicated in chapter one, the school has undergone three consecutive years of scoring approximately 20% below the UFBSB average (UFBSB Data Integration Platform, 2016) in literacy achievement. When asked about the use of collaborative instructional leadership practices and their capacity to strengthen and enhance teaching and learning, only 18% of staff responded that they routinely used such structures (UFBSB Data Integration Platform, 2017). Similarly, only 9% of staff responded that they routinely use processes and practices that are designed to deepen content knowledge and refine instruction to support student learning and achievement (UFBSB Data Integration Platform, 2017). Yet, as Dweck's (2006) research on growth mindsets reveals, only in cultures that support a growth mindset, where staff are encouraged to enliven their own potential, will educators be able to aid students in fulfilling their potential. The well-being of teachers has, as underscored by Leithwood and Jantzi (2008), significant effects on teaching and learning. Thus, the lack of teacher efficacy may be a contributing factor to the inconsistency of student attendance, substandard results on large-scale testing, the reliance on progressive discipline measures, and low levels of interest in professional learning within this organization (Donohoo, 2017; UFBSB Data Integration Platform, 2016). If teachers embraced a growth mind-set and held the belief that their practices could minimize the

aforementioned challenges students in the UFBS experience, their sense of collective efficacy would improve. The relationship between quality of teaching and student engagement, as identified by Quin, Hemphill, and Heerde (2017), reveals that, "quality teaching is positively associated with students' behavioral engagement and emotional engagement in school" (p. 823). Such research suggests that "how teachers teach, and their students' perceptions of that teaching are important considerations when seeking to improve students' engagement in school" (Quin, Hemphill, & Heerde, 2017, p. 824), thus making teachers' sense of collective efficacy at the UFBS of import to improving student engagement leading to achievement.

An Analysis of the PESTE Factors

In order for this OIP to experience success, the political, social, economic, cultural and environmental factors that affect organization must be accounted for. These factors will be outlined in order to offer greater depth and context to this OIP and as a stage upon which to proffer plausible solutions to resolve the PoP. The use of a PESTE analysis ensures that external threats or disablers affecting the organization's functioning, specifically as they compound the collective efficacy felt by teachers, are accounted for. Moreover, such an analysis identifies the inter-connectivity of these external factors and how they can be mitigated to optimize performance within the UFBS.

The political arena. School communities are not organizational islands, functioning in isolation, and thus, the external political milieu has the capacity to affect the internal landscape of the organization. The affective culture of the school has been marked by the recent labor disputes between the government of Ontario and the Teachers' Unions (Alphonso, 2016), where educators have had to weigh their worth in an expository public fashion. Additionally, the ideological shift to neoliberal tenets in Ontario education, which, reflect market values while

prioritizing standardized testing, central governmental control over curriculum, reduced funding, and new forms of public governance, affect the way in which the public values teachers and education (Winton & Pollock, 2013, p. 21). Such a shift has also contributed to decreased professional autonomy for educators, a reframing of educators as simply sources of knowledge, a deepening of the divide between social classes, and a diminishment of democracy in education (Winton & Pollock, 2013, p. 21).

Under such reforms, individuals and their schools become the source of success or failure, rather than considering the socio-political, economic, or cultural effects on learning (Day & Leithwood, 2007; Joshee, 2012; Solomon & Portelli, 2001; Winton & Pollock, 2013). According to such research, neoliberal reforms are responsible for narrowing the priorities to focus on literacy numeracy and workforce preparation (Angus, 2012; Ball, 2012; Stack, 2006; Winton & Pollock, 2013). Equity has become the function of narrowing gaps in achievement rather than a more comprehensive assessment of the various issues that affect student learning. This notion of equity is seemingly more preoccupied with the contributions individuals will be able to make to the economy rather than focusing on the holistic development of each student (Angus, 2012; Ball, 2012; Stack, 2006; Winton & Pollock, 2013,). Klinger, DeLuca, and Miller (2008) articulate what this approach means for education by noting that, "if an assessment has the explicit purpose to support the provincial commitment that students are achieving the expected standard, and the results are publicly reported, the purpose is considered to be one of accountability" (p. 8).

This has led to what Parker (2017) deems the movement from being responsible for individuals to being accountable to them. Ultimately, such a shift has encouraged a decrease in,

"professional autonomy for educators…and the recasting of educators from 'facilitators of learning to purveyors of knowledge and skills'" (Winton & Pollock, 2013, p. 21). Parker (2017), notes that neoliberal education practices have damaged the way students feel about learning, the way teachers and administrators feel about teaching, and the way society measures success (p. 57). In the UFBSB a mission espousing, an inclusive learning community uniting home, parish and school exists. It professes to root its practices in a love of Christ that educates students to grow in grace and knowledge, and to lead lives of faith, hope and charity (UFBSB, 2017). Such a mission, however, seems to be at odds with this neoliberal shift. This may possibly cause educators within the UFBS to question the integrity of a board that seemingly abides by a more holistic approach to education, while following trends for standardization, and performance based outcomes.

The social, economic and cultural realm. The social, economic and cultural realities of the community's members contribute to the conflictual milieu of the organization. It is plausible that the socio-economic advantages afforded to the educators relative to the students creates a gap in relatability between the two populations. The families in this community, deemed a priority community by the City of Toronto, struggle with the complexities and challenges of living in a high crime, financial, and resource impoverished neighbourhood (Kaur, 2013, p. 12). High rates of non-attendance and truancy, as evidenced through the UFBSB DIP (2016, 2017) affect the academic culture and the feelings of self-efficacy for both students and educators. In the last decade, both gang and non-gang related violence have affected the community and infused the school with a heightened awareness of safety risks and community needs. On the UFBSB's 2016, "Safe School's Survey", 37.9% reported having witnessed physical violence in the school between 1-3 times throughout the school year (UFBSB Data Integration Platform, 2016). Due to the school's immersion in such complex issues, the organization has long-standing partnerships with

police services, public health, and the Newcomer Orientation Center. Differing cultural and socioeconomic norms between a racialized, often disenfranchised student body and a predominantly white euro-centric staff, as evinced by board sanctioned surveys such as, "My School My Voice" (UFBSB Data Integration Platform, 2016) and the "Grade 9 Transition Survey, (UFBSB Data Integration Platform, 2016), challenge leaders to be innovative in addressing the myriad of needs experienced by this vulnerable community and in motivating diverse populations.

Environmental elements. The school is situated in an ecologically impoverished area where the residential dwellings are comprised of minimal green-space amidst pockets of governmentally funded housing, apartment buildings, and sparse semi-and fully detached homes. Green space helps to ensure the holistic development of the learner, as highlighted by the finding that, access to green spaces promotes physical well-being, and decreases anxiety and depression (McKeown, 2015, p. 1). Additionally, studies reveal that exposure to noise and pollution, often associated with urban neighborhoods, may contribute to aggressive behavior, whereas access to greens-space is capable of buffering such facets of urban living (Younan et al, 2016, p. 599). The improvement of ecological factors may, then, positively affect student-wellbeing and ultimately achievement, since improved green-space, "provides places for stress reduction, mental restoration and social interactions" (McKeown, 2015, p.2). Each of the political, environmental, socio-economical, and cultural factors affecting the UFBS community both individually and collectively affect the ability teachers feel they have to affect change. Circumventing these facets can appear daunting, and may result in feelings of disempowerment from both the educators and the students. It is for this reason that education, knowledge-building, and professional development around the relationship these factors have to student learning is imperative to improving levels of collective efficacy amongst staff and thus, should be included as part of the solution to this PoP.

Organizational Approaches/Frameworks for Improvement

While a critical or radical approach could be powerful in exposing the inequities amongst the socio-economic and cultural realities affecting teacher efficacy and student achievement, the disruption such approaches may cause are not ideal to the change process invoked through this OIP. Asking educators to overhaul their teaching practices, and for students to quickly adjust to new practices without offering either a scaffolding of skills or the time to dialogue and practice around new methodology would leave both staff and students frustrated. A radical overhaul may cause educators to feel that, "teaching is not about leading but about following and that curriculum comes from teachers' guides and program models not from thoughtful reflection based on theoretical knowledge and close observation of children" (Long, 2004, p. 142). Additionally, teachers may be more comfortable with following the path created rather than partaking in creating a new one based on the community's needs. As related by Fullan (2011), the issue with change is the difficulty that exists in trying to motivate people to put energy into improving a situation when many do not want to (p. 51). A complete disruption to the status quo amongst members who may not be self-aware enough to recognize their role in stagnating the building of collective efficacy presents challenges and suggests the utility of a constructivist approach. This people-centered approach recognizes the relationship between the subject and his or her environment and uses theory to extrapolate the interconnection between people's perceptions and their actions, especially as it relates to their interactions with others (Brundrett & Rhodes, 2013, p. 13).

When considering a leadership framework for this OIP, wherein the leaders along with their teachers will need to create a new structure for learning rather than relying on current practice, a constructivist approach, may be useful. Under such an approach, the leader

recognizes that the organization is a human construction and constantly evolving (Orr & Cleveland-Innes, 2015, p. 236). Here, individuals construct their world view through their experiences and gain new meaning. Through the lens of constructivism and transformational leadership, an opportunity exists for staff to interpret new realities and gain new meaning from their professionalism. Rather than the principal being the keeper and purveyor of all knowledge, as might be the case in a more positivist culture, this OIP is epistemologically rooted in a more democratic approach to knowledge-building, where, by addressing the complexities of the learning environment through opportunities for collaboration, knowledge and understanding are authored by a variety of perspectives (Brundrett & Rhodes, 2013, p. 13). Within the context of this OIP, then, illuminating and unfolding the problem of practice and plausible solutions with the collective will be the goal.

The context and experiences of the organizational members, then, will be understood through a lens that seeks to better understand human behavior and the reciprocal way that the organization affects the individual and the individual affects the organization. Leaders require skill-building in understanding the external and internal forces that shape change in order to build capacity. As noted by Harsh and Mallory (2013), such capacity building is incumbent upon building students' skills to utilize new learning strategies (Darling-Hammond et al., 2008), while building the capacity of teachers and administrators to implement instructional practices that will foster positive learning experiences for all students (Hargreaves & Fullan, 2012). Such capacity building should also encourage the entire community to apply methods to ensure higher performance and success at all levels (Daghfous, 2004). Before they seek to regulate the instabilities affecting the collective efficacy of teachers, leaders should conduct a leverage analysis, which, "seeks to identify those actions that will create the greatest change with the least effort" (Cawsey et al., 2016, p. 315) to ensure efficiency in implementation (Cawsey et al., 2016,

p. 265, 315). The administrative team must engage the teachers in the type of questioning that will allow them to discern where the staff lies on the adoption continuum. Depending on where the staff are on the continuum of awareness, interest, desiring action, or moving to action and adopting the change, will determine the type of solution framework that is implemented. The intent is to aid staff in creating the types of positive experiences that will allow them to shift mindsets and reach the consensus required to close gaps between the reluctant and the willing as it pertains to organizational change.

Organizational Change Framework

Bolman and Deal's four-framed approach. Bolman and Deal's (2017) four framed approach will be utilized to support the theoretical constructs and approaches implemented with a specific focus on the structural realm. By focusing on the various structures required to improve the collective efficacy of educators, it is hoped that the organizational needs required for improvement will be addressed. The school administrators will be able to identify where gaps in the learning process exist and what restructuring is required to improve effectiveness by interconnecting the structure, strategy, and environment (Bolman & Deal, 2017, p. 350). This OIP marries the structural with the human resource frame by proffering a relationship between transformational leadership structures and improving teacher efficacy. As related by Ross and Gary (2006), when transformational leadership was implemented, it consistently predicted the willingness of teachers to exert extra effort and to change their classroom practices and/or attitudes (p. 188). Ross and Gary (2006) relate the connection between the way principals' define success and teachers' interpretations of progress (p. 183). There exists, then, a reciprocal relationship between the human construct of success and the structures that will support such interpretations. The aim, then, is to invite and to inspire a coalition of change-makers to lead the

charge on improving collective efficacy (Bolman & Deal, 2017, p. 351). This coalition will invite informal and emergent leaders to partake in creating an implementation plan for improving school structures. The creation of opportunities to meet with school leads on a regular basis in order to collaborate on viable systems for improvement will harness the improvement power of this reciprocal relationship. Here, leaders can discuss the types of structures that are conducive to teachers garnering new knowledge and greater professional sharing, while co-creating an implementation plan to meet teacher needs.

The Catholic Leadership Framework. In addition to these theoretical constructs, the Catholic Leadership Framework (Ontario Ministry of Education, 2012) married with Katz, Dack, and Malloy's (2017) intelligent responsive leadership practices will be utilized as a means of focusing administrators' efforts on one of the five pillars of the Catholic Leadership Framework (2012), building relationships and developing people. In order to aid the school leaders in identifying how to support this facet of leadership, the *Self-Assessment Tool for Catholic School Level Leaders* (see Figure 2.1), issued by the Institute for Educational Leadership (2014) will also be utilized. Staff will be asked to take the self-assessment as a means of understanding how their practices contribute to or elevate the status quo. Data from this self-assessment will aid in informing next steps, especially as it pertains to the type of professional development required to

foster student improvement.

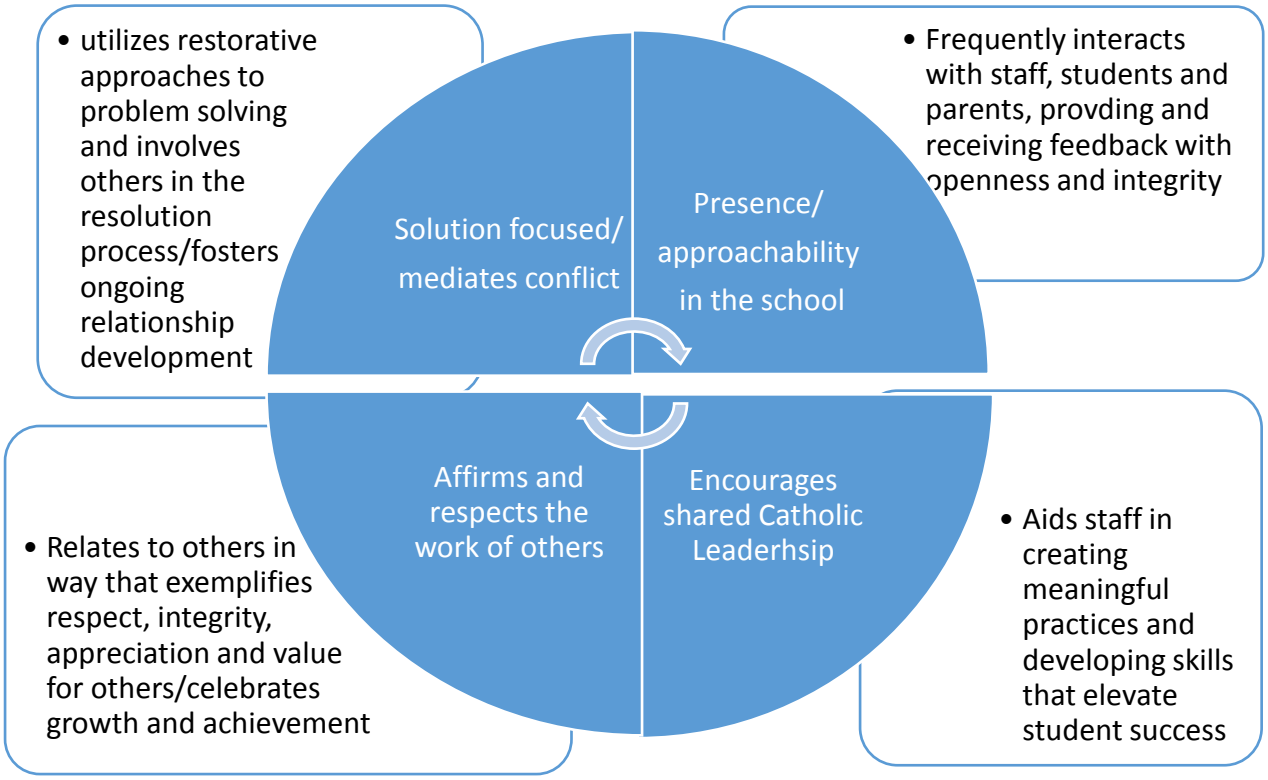

Figure 2.1: Adapted from "Self-Assessment Tool for Catholic School Level Leaders," Institute for Education Leadership (2014). *Self -Assessment Tool for Catholic School Level Leaders,* p. 6. Copyright 2014 Institute for Education Leadership

Frameworks to Drive Change

In noting that this OIP details a series of PESTE factors, while also being framed by Bolman and Deal's (2017) four frames, and the Catholic Leadership Framework (2014) to address organizational change, a model for how such change will be enacted is required. Cawsey, Deszca, and Ingols (2016) *Change Path Model* and Duck's (2001) *Five Stage Change Curve* will be interwoven, offering a tool that considers both the practical and personal factors involved in driving change forward. Kotter's Eight Stage Change Theory (1996) and Moen and

Norman's (2009) Plan Do Study Act model, will be utilized in Chapter 3 to monitor and evaluate such change.

The Change Path Model. The *Change Path Model* is deemed an effective framework for change because of the way in which it offers a detailed understanding of both the process and prescription for organizational change (Cawsey et al., 2016, p. 53), combining elements of Lewin's, *Stage Theory* (1951) and Beckhard and Harris', *Change Process* (1987). Whereas model's such as Lewin's, *Stage Theory* (Cawsey et al. 2016, p. 59) offer a simplistic approach that excludes the complexities and dynamic forces of change, Cawsey et al.'s model (2016), offers a more integrated framework. This model ensures that leaders begin with an organizational analysis in the, "awakening" phase, including facets of both the internal and external environments and the data that informs one's understanding of them. Significantly, this model asks the OIP leaders to think critically about why change is required, and the indicators that shape this need. In the, "mobilization" stage, the administrative team is given an opportunity to consult with UFBSB liaisons more expert in data analysis to determine existent gaps and to acquire an understanding of where and why change can enhance the organization's functioning. Mobilization will require leaders to look at what facets of the organization specifically require changing in order to improve the collective efficacy of teachers, engaging staff in the discussion about what their needs are, while encouraging their participation in a gap analysis.

This model also accounts for the need to incorporate the previously unfolded PESTE analysis to further contextualize required changes. Once such an analysis is completed, the leaders are better situated to address the dynamic nature of these organizational facets, ensuring that in the, "acceleration" phase, transitions, unexpected consequences, and persistent resistance are maneuvered in ways that facilitate the change goals. While the model proposes an end goal

of, “institutionalization”, it is anticipated that prior to this stage, the OIP leaders will need to account for the affective realm that is often excluded from change models, inclusive of Cawsey et al.’s (2016).

Duck’s five-stage change curve. Duck’s (2001) change model bares some commonalities to the Cawsey et al.’s (2016) *Change Path Model* with the added feature of focusing on the emotional factors associated with change. Duck’s (2001) model will be used to maneuver through the often difficult terrain of the emotional realm as it comes into contact with change. It is for this reason that Duck’s (2001) *Five Stage Change Curve* is utilized as a complement to the *Change Path Model* (2016). Each of the five stages of stagnation, preparation, implementation, determination, and fruition accounts for the complex and emotional responses members feel when faced with change. For example, while in the *Change Path Model’s* mobilization phase, a gap analysis may be the critical force in deciding what to change, in Duck’s implementation stage, the mindsets of the staff and their work practices are also considered. Such an approach accounts for the “emotional maps and habits” (Cawsey et al., 2016, p. 51) that may contribute to organizational gaps and or the change process.

Similar to Cawsey et al.’s (2016) awakening phase, the stagnation phase occurs when individuals are unaware of the need for change, requiring leaders to raise awareness of the factors inhibiting success in order to begin to move the organization in a positive direction. In this OIP, leaders will need to present the staff with qualitative and quantitative data for the UFBSB’s DIP (2016) and anecdotal evidence supported by stakeholders, such as the parent community, the teaching staff, and the board resource personnel in order to create resonance with staff regarding the need for change. The second phase of preparation is similar to Cawsey et al.’s (2016) mobilization stage but focuses more poignantly on the emotional labor required by

leaders to ready its organization's members for change prior to implementation. The third phase of implementation furthers Cawsey et al.'s (2016) acceleration phase by not only supporting the processes, structures, and initiatives agreed upon to drive change, but by navigating people's mindsets and work practices to positively connect change to individuals' emotional maps and habits (Cawsey et al., 2016, p. 51). The determination phase requires the monitoring and tracking of the change processes and the attitudes that form alongside them. In order to prevent staff from reverting back to their pre-change ideologies, leaders should aim to recognize why, when, and how such pitfalls can be avoided and to address it in emotionally responsive ways so as to continue to encourage the organization to move forward with transformation. This will aid in moving staff into the final stage of reaching fruition, akin to the institutionalization of change processes outlined by Cawsey et al. (2016). By marrying both Cawsey et al.'s (2016) approach with Duck's (2001), the OIP leaders are better equipped to initiate and manage the intricacies of change, most especially in an organization struggling with collective efficacy. The administration is better situated to address both the objective and subjective facets of organizational change.

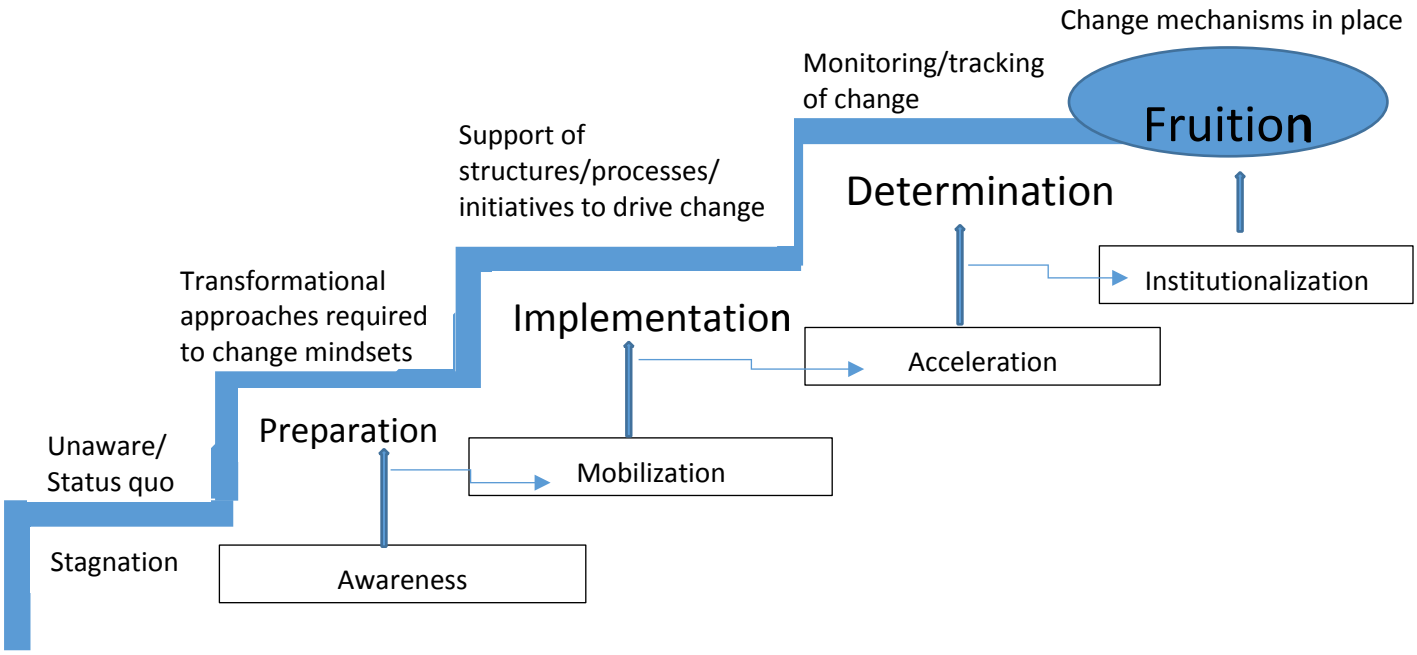

Figure 2.2: Transformation in this OIP using Duck's Five Stages of Change and Cawsey et al's (2016) Change Path Model (adapted from Duck, J. D. (2001). *The change monster: the human forces that fuel or foil corporate transformation and change*. New York: Random House USA Inc.)

Possible Solutions and Strategies to Improve Change Readiness

Creating an Infrastructure for Change

The leadership team, inclusive of the principal and the two vice-principals, one of which is the author of this OIP, must seek solutions to cultivate open-mindedness as a vehicle for challenging the status quo. In his work on systems leadership, Peter Senge (2000) relates the importance of such a vehicle in having followers who question their favored views and who welcome the ideas and perspectives of their colleagues in an attempt to build shared understanding and commitment. The UFSB's administrative team, then, must explore impactful elements of transformational leadership in an effort to shift mindsets towards encouraging

positive growth through solutions capable of strengthening the collaborative approach to teaching and learning.

Solution One: Mobilizing a Culture Shift

One solution for mobilizing the change process requires igniting an awareness of why change is required and how the current culture contributes to or hinders the school's capacity for improvement. Senge's (2000) assertion that the only change that really matters is the shared vision that emerges from the collective, rests upon the assumption that the collective has an understanding of why the vision exists, their role in shaping it, and the potential challenges that will hinder its actualization. Cultures that foster persistent interaction during change efforts meet with great success in achieving shared meanings and collective learning (Rusch, 2005). Such inquiry requires the administrative team to examine the context of the school, connecting the environmental and organizational conditions that affect the UFBS's ability to improve student learning (Day et al., 2010; Hallinger, 2003; Hallinger & Murphy, 1986; Leithwood et al., 2010; Murphy & Meyers, 2008; Opdenakker & Van Damme, 2007). This examination of the force field factors affecting change previously outlined in Chapter One, should be followed by a conversation at a staff meeting that asks staff to contribute possible solutions to effectively working within such a context. The transformational leadership approach utilized in this OIP will aid in demystifying qualms around change by applying transparency to the contextual challenges. It will, concurrently, express a motivation for elevating the status quo, revealing integrity for the school's educational mission, while inspiring teachers to welcome change. Such an approach will also ensure the provision and distribution of the resources required for transformation and for a culture shift (Ross & Gary, 2006; Bolga & Ensari, 2009).

Additionally, questioning the thinking behind why certain structures, systems, and practices are in place, while challenging their utility, is an important step to using inquiry and understanding to create a cultural shift within the school. If staff focus on expressing the unique facets of the culture, inclusive of those that proffer success and those that have created gaps, they will be involved in collective storytelling, which has the capacity to connect individuals and to create a context for engagement and advocacy(Johnson, 2017, p. 51) Additionally, by working to circumvent what Argyris (1980) refers to as the 'undiscussability' of issues that threaten progress within an organization, the community may be more adept at unmasking the threats affecting collective efficacy and consequently, impeding organizational improvement. As outlined by Johnson (2017), change and growth begin with listening and then communicate a willingness to connect (p. 56). By listening to one-another's concerns that have been individually, yet anonymously, reflected in the UFBS's *School Effectiveness Framework Staff Survey* (2015), a willingness for authentic connection may be fostered shifting the 'undiscussable' to a working platform for change.

An approach to shifting culture. By engaging in Schein's (2010) multi-step approach to understanding the inner landscape of the organizational culture, a "double-loop" (p. 316) learning can exist, changing the current objectives of the organization to those that will address and improve issues affecting the teachers' collective efficacy. As related by Schein (2010), the administrative team would bode well to co-vision with the collective asking what the, "new way of working" (Schein, 2010, p. 316) should be. Since both culture and the sense of collective efficacy are premised on shared assumptions, it is important for school leaders to create a structured approach that will give voice to assumptions that are powerful in circumventing the change process. This will allow teachers to understand why a cultural assessment is beneficial

to ameliorating the current milieu within the school. Step one of Schein's (2010) approach asks leaders to recognize the need to undergo a cultural assessment and to commit to the various facets of such an undertaking. Here, a forum for questioning why such issues exist and an avenue for exploring resolutions as a collective will be created through the use of departmental meetings. Staff within a specific subject area will expose challenges and discuss potential solutions, documenting their outcomes in a table that can be shared at a follow-up staff meeting. Once sharing is undertaken in the larger staff forum, the community, can begin to ascertain which solutions are most viable. Step one of Schein's (2010) approach asks leaders to recognize the need to undergo a cultural assessment and to commit to the various facets of such an undertaking.

In order to satisfy step two of Schein's (2010) approach to cultural assessment, wherein pivotal groups are selected for participation, the principal will create a professional learning forum for each subject area/division. This will allow for groups to remain connected, while generating poignant discussion on how the particular culture of a department contributes to the collective efficacy within the department, and the school at large. In noting that individuals within the school often associate most frequently within their departments, the trust and openness required for meaningful discussion of culture is more likely to exist (Schein, 2010, p. 217). As related by Ross and Gary (2006), teachers who collaborated to create new teaching strategies, thereby enhancing their effectiveness, were able to elevate their perceptions of current success and expectations for the future (p. 185). Steps three, four, and five inclusive of choosing the appropriate setting, explaining the purpose of the group-share around culture, and offering insight and language around helpful ways of thinking about culture will be initiated by the principal. Such sharing will create a "groupness" (p. 202) that may facilitate consensus

building around what the community's mission should be and possible next steps to actualize such goals (p. 203). Step six, which asks staff to reflect on artifacts, both tangible and intangible, that can be used to describe their experiences of culture, will be helpful in addressing the various behaviors, mind-sets, language, actions, and spaces that help or hinder the culture of efficacy (Schein, 2010, p. 267). As noted by Walumbwa, Lawler, Avolio, Wang, and Shi (2005), the relationship between work-related attitudes and transformational leadership can be mediated by beliefs of efficacy, and thus, the higher the levels of collective efficacy that exist the more capable the organization is of offsetting the personal beliefs that exist within the community (p. 2). Additionally, Bandura (2000) relates that those groups with higher senses of efficacy experience greater success in problem solving.

Such an exposition of the various facets of the community that contribute to the culture of efficacy will ultimately allow educators to reflect more deeply on whether or not the core values of the UFBS are being actualized. Here, teachers are encouraged to focus on the "why" of what they do (Schein, 2002, p. 320), honing in on the cultural artifacts that indicate how the community is progressing to meet school and board goals and its impact on levels of efficacy amongst the staff. Such artifacts may include the UFBSB's pastoral and multi-year strategic plan, *The K-12 School Effectiveness Framework* (Government of Ontario, 2013), UFBS DIP data inclusive of the *Staff School Effectiveness Survey, Safe School Survey, Transition Survey*, and the myriad of data pertaining to student achievement and comportment (UFBSB DIP, 2015). Discussion is likely to yield either consensus or dissension, both of which have utility in understanding the processes that are preventing organizational goals from reaching fruition. Schein's (2010) work reminds both the leader and the led of the importance of being open to,

"unlearning something as well as learning something new" (p. 301) in order question past practices and routines and to welcome a platform for change. It is this spirit of joint inquiry that has the capacity to create the awareness required to mobilize change (Schein, 2002, p. 322). While dedication to the holistic development of the student, as espoused by both the UFBS and the board at large are seemingly what inspire and motivate effective teaching, discussions around the values of the culture may indicate challenges in meeting such goals. Here, the unconscious is made conscious, creating new insights and bringing things that previously had not made sense to the fore (Schein, 2002, p. 323). Such an unveiling will aid in creating a starting point around how the culture can shift to address such obstacles to student success.

Once awareness has been raised and shared and a consciousness around the issues that plague the culture of efficacy has surfaced, a consensus around possible next steps and solutions guided by staff is feasible. The intention is to collectively decide upon which of the assumptions will aid in improving their capacity to elevate the learning process, while un-focusing on the assumptions that minimize progress. If the collective agrees upon clear barriers to their effectiveness, the forum can shift into a solution-focused one where a, "cultural change-strategy" (Schein, 2002, p. 324) is discussed and ideas for implementation of such a strategy set the ground-work for a cultural shift in efficacy.

Resources required for this solution to be implemented include opportunities for professional learning that will create understanding around why learning gaps persist, while offering strategies for overcoming such gaps. The UFBSB's student success, literacy, numeracy, and English language learner consultants and coaches can aid the administrative team in offering the professional development required for this new learning to unfold. Additionally, teachers will require release time through the use of board sanctioned "code days"

to co-plan, co-assess, and possibly arrange opportunities for co-teaching as a means of implementing these new strategies. Some professional development around culturally responsive pedagogy may also help to address some of the culturally specific needs of the school's learning environment (Ciuffetelli-Parker & Flessa, 2011; Gay 2000; Ladson-Billings 1994). As related by Leroy and Symes (2001), teaching practice improves when educators are, "tuned in to the culture of poverty" and the differences that exist between the rules and norms espoused in the school culture versus those that govern the social culture in which students live (p. 5).

Solution Two: Focused Professional Development

In noting that learning is a dynamic and evolving practice that is shaped by the various social, economic, cultural, and political forces within which it is embedded, so too must the instructional approach be thought of as ever-changing to meet the needs of these dynamic learners. Efficacy can be diminished when pedagogical practices remain stagnant, and thus, un-relatable to students, possibly leading to disengagement from both the teaching and the learning process. Conversely, efficacy can be enhanced when educators recognize adaptive challenges, and organize their own learning to address such factors. Sergiovanni's (1998) research proposes that pedagogical leadership that invests in building the social, emotional, and intellectual capital of teachers and students, has the capacity to increase value and to improve student achievement. Moreover, learning to learn together can allow educators to build capacity in their ability to improve student outcomes. Here, the principal must exhibit both collegial leadership, showing support and an egalitarian approach, while also engaging as the instructional leader shaping the school's mission and vision for change (Tschannen-Moran & Gareis, 2015, p. 71) Yet, to avoid the inertia that sets in with initiative fatigue or the anxiety

that some experience when presented with change, it is recommended that the professional learning be teacher prescribed, based on the areas and gaps educators within the community recognize as negatively affecting student learning. For this reason, the administrative team will construct a questionnaire on the enabling conditions for collective teacher efficacy. This will be used to identify the community's starting point and can be re-assessed at key intervals throughout the year and in subsequent years. The administrative team will consult with the literature that outlines factors affecting teacher efficacy (Bandura, 1997; Donohoo, 2017; Tschannen-Moran, Hoy & Hoy, 1998; Tschannen-Moran & Hoy, 2001) in order to garner the types of questions feasible for such a survey.

Improving collective efficacy through professional development. In noting that collective teacher efficacy has been found to be the number one factor affecting student achievement (Eells, 2011; Hattie, 2015), this OIP will implement a professional development model to elevate the collective efficacy of the educators. In order for the professional development to be effective in addressing the specific learning needs identified by the teachers, Jenni Donohoo' s (2017) seven characteristics of effective professional learning will be utilized as a means to improve the collective efficacy amongst staff. The first two facets of the professional development being that it is (i) ongoing and (ii) capable of reinforcing meaningful collaboration, are promising in their capacity to elevate the sense of agency in organizational decision-making, which is paramount to teachers' improved efficacy (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Such agency is increased when educators are given opportunities to make purposeful choices about their learning and the specific school goals they deem as urgent and critical for improvement (Goddard et al., 2004, p. 24). Additionally, as indicated by Donohoo (2017) in her third characteristic for effective professional learning,

when educators are offered an opportunity to design professional development that is grounded in their professional practice, not only are they more equipped to address the issues that affect their students' learning and consequently, teacher efficacy, but they move closer to garnering the mastery experience that Bandura (1997) relates as most important to improving efficacy. Educators will be granted an opportunity to reflect on their collaborative work, the fourth feature of Donohoo' s (2017) approach to improving collective efficacy through professional development, while co-constructing their next steps. In order to facilitate such professional learning, the administrative team will alter the structure of the school day twice a month to allow for teachers to meet in their Professional Learning Communities (PLCs) prior to students arriving to school. The use of UFBSB consultants, more expert in the area of high yield instructional strategies will be invited into the PLCs to build new knowledge and strategize promising practices. A professional learning cycle will be utilized as a means of implementing, tracking, and monitoring the effectiveness of strategies (see Figure 2.3). The use of release time will also be offered through board sanctioned code days, allowing for teachers to meet in smaller groups to discuss progress within the learning cycle.

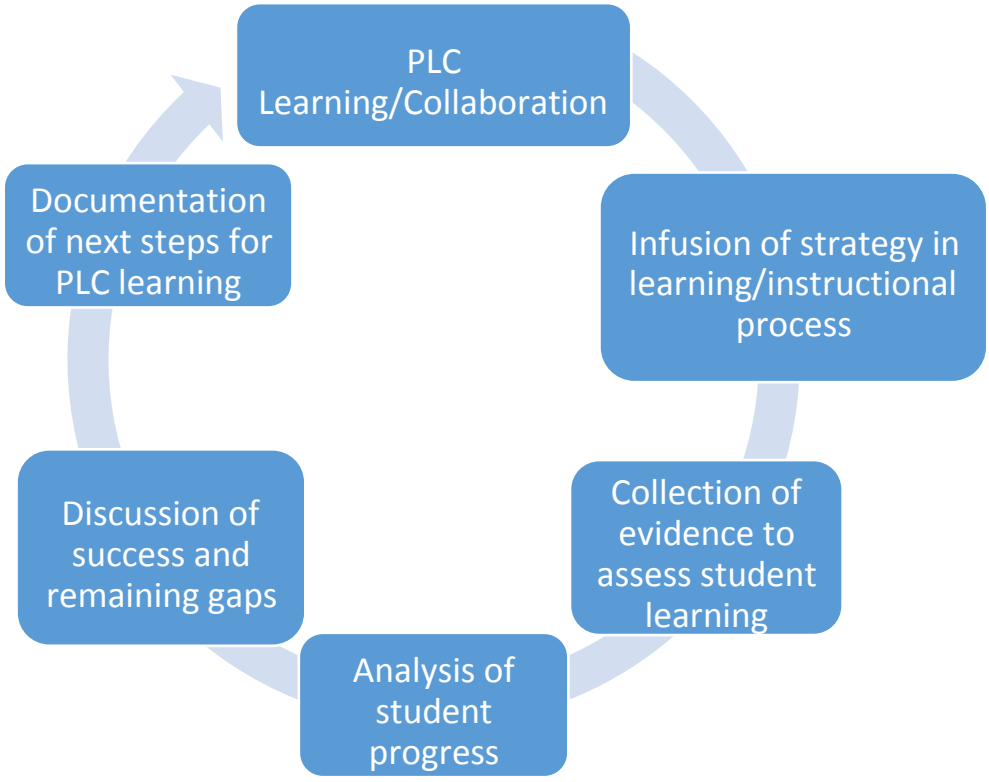

Figure 2.3: Structure for monitoring professional and student learning to be utilized in PLCs, Copyright 2018 by J. Manini.

The self- awareness garnered through such processes is essential to heightening teachers' sense of power over the improvement process, which, ultimately, has the potential to elevate the collective efficacy within the school. By engaging in collaborative inquiry teachers are better able to organize actions for teaching and learning (Fullan & Quinn, 2016, p. 64) and thus, lead their learning in an organized and strategic fashion (Donohoo, 2017, p. 61). In noting that advanced teacher influence is the fifth feature of this framework, teachers will be encouraged to track and monitor progress in the learning process and to develop and lead the areas of need for subsequent professional learning opportunities. The intent is, as indicated by Donohoo's (2017) seventh step, to tap into as many sources of efficacy as possible. This solution involves proffering, "vicarious experiences" (Donohoo, 2017, p. 8), wherein staff experimenting with

strategies and ideas garnered through their professional development session, will legitimize instructional experimentation, help seeking, and joint problem-solving, thereby aiding one another to overcome the obstacles they experience in classroom learning (Tschannen-Moran & Barr, 2004). As noted by Bruce and Flynn (2013) such a collaborative design contributes positively to teachers' beliefs about their abilities to help students learn (p. 704). Here, the possibility of peer coaching exists, where teachers experiencing the same challenges to the learning process can co-plan, co-teach, share observational findings and co-analyze. Such collaboration has the potential to inspire co-reflection and an opportunity to devise next steps (Donohoo, 2017, p. 65). The hope is that once teachers recognize themselves as agents of positive change, they will be empowered to continue to hone a growth mindset and to address gaps in the school improvement process more efficiently.

Solution Three: Enhancing the Emotional Responsiveness of School Leaders

In noting that teachers' collective efficacy is also a social issue, the leadership approach utilized to elevate it must be entrenched in emotional responsiveness, since emotionality and the affective realm are inextricably linked to the social realm. Chrobat-Mason, Gerbasi, and Cullen-Lester (2016) relate that successful leadership requires one to move beyond his or her own values in order to develop a strong identity with the priorities and values of the collective (p. 300). Tschannen-Moran and Gareis (2015) highlight the interdependent nature of educational stakeholders, making poignant the need for trust as an enabler in organizational functioning (p. 68). In order for principals to earn such trust, they must exhibit authentic care for their teachers (Tschannen-Moran & Gareis, 2015, p. 69). It is for this reason that a solution for this OIP is premised on building the leaders up in social-emotional competencies so as to better equip them to respond to the inefficacy and inadequacy the collective feels.

Both the formal and informal leaders of the UFBS will be encouraged to partake in professional development that the Catholic Principal's Council of Ontario offers on building robustness in social-emotional competencies (CPCO, 2018). Such programming focuses on evolving leadership practices through notions of inspiring trust and integrity, coaching and developing others, remaining interpersonally astute, and win-win partnering (CPCO, 2018). The interactions between school leaders and teachers have the capacity to positively influence the collective efficacy throughout the organization. Competency in the areas of social awareness and relationship building have been linked to improved collaboration on goal setting and the sharing of ideas, plans, and resources (Pierce, 2014, p. 312). Relationship management has the ability to improve the collective efficacy of teachers most significantly in the areas of instructional strategies and student discipline (Pierce, 2014, p. 332). Emotionally competent leaders will offer the community intellectual stimulation, individualized support, and ongoing modeling of best practices (Leithwood et al., 2004, p. 9). As related by Goleman (1998), leaders who neglect to understand the hearts of those they serve will be deficient in mobilizing change.

Sergiovanni's (2005a) work reveals the more affective facet of leadership and follow-ship, noting that, "teachers and students decide to stay with a school based on faith" (p. 82). When individuals feel that they have an opportunity to grow by learning through their mistakes, they are more apt to make valued contributions," and are more likely to continue to be motivated even when they fail occasionally" (Sergiovanni, 2005a, p. 82). Similarly, leaders who are competent in relationship management and who model the qualities they wish to see emulated are more able to improve the ways in which employees interact with each other, enlivening greater respect, helpfulness, and cooperation (Pierce, 2015, p. 312). Additionally, a

relationship has been found between the proficiency with which leaders are able to self-regulate and a staff's ability to trust their leader (Pierce, 2015). As related previously, such leadership skills can be developed by partaking in professional learning as offered through CPCO and its *Lumina Spark* professional development program focused on improving the interactions between leaders and their followers (CPCO, 2018). This administrative team would also heighten their emotional responsiveness by engaging in professional reading in the area of mindful leadership and emotional intelligence (Hargreaves, 1998; Goleman, Boyatzis, & McKee, 2013; Sethi, 2009; Milham & Parsons, 2016).

Solution Four: Making the Organization's Faith and Value System Tangible

While attention to the emotional domain is integral to shifting the organization's culture of efficacy into a more positive realm, so does the spiritual dimension of this faith-based organization require attention for whole school improvement to exist. Elements of this nature are included in transformational leadership theory, allowing individuals to moderate their personal interests in order to achieve overall benefit (Fry, 2003; King & Nicol, 1999). Faith-based leadership, "propels the learning environment to a creative and constructive position that questions the status quo and believes in the power of inquiry and discovery" (Dantey, 2005, p. 18). The work of Louis W. Fry (2003), on the importance of infusing transformational leadership with spiritual purpose will be used to highlight the need for the UFBS to ensure the spiritual domain of the organization is attended to as an avenue for building the collective efficacy of the community. Here, spiritual leadership is defined as being rich in the values, attitudes, and behaviors that are capable of motivating individuals to bind themselves more meaningfully to this faith-based community (Fry, 2003, p. 695). In order for such binding to occur, the leaders must merge the organizational vision for change with the community's sense

of purpose and shift their thinking from one of seeing their work as a function of their profession to one where their teaching is part of their vocation to build students up, mind, body, and spirit. The administrative team would bode well to engage in the following self-reflection as a means of ascertaining the development and execution of their faith-based leadership:

1. Do you visibly partake in school liturgical events and social justice/community-based projects?
2. Do you take an active role during times of student(s) personal crisis?
3. Do you engage in disciplinary measures that uphold the dignity of each person and are premised on compassion?
4. Do you perpetrate a genuine sense of care throughout the community?
5. Are your daily interactions with staff, students, and parents grounded in Gospel values? (Hunt, Oldenski, & Wallace, 2000)

Additionally, Fry (2003) suggests creating an organizational culture founded upon altruism and an authentic love, whereby leaders and followers have care for, are concerned about, and are appreciative of themselves and others, which converge to create a sense of membership and belonging. As related by Jean Vanier (1998), the growth of a community is dependent on its members acquiring a consciousness of their mutual belonging and mutual dependence (p. 28). Vanier (1998) relates that there exists an innate need to identify with a group as a means of affirming one's identity, worth, and goodness. This notion of a spiritual workplace premised on such a sense of belonging is defined by Giacalone and Jurkiewicz (2003) as a, "framework of organizational values evidenced in the culture that promotes employees' experience of transcendence through the work process, facilitating their sense of being connected in a way that provides feelings of compassion and joy" (p. 13). The

administrative team, then, must endeavor to cultivate such a culture of belonging, creating change through a shared purpose focused on service.

Although seemingly difficult to discern what the pragmatic nature of spiritual leadership looks like in the organization's daily objectives, a practical approach to enlivening such leadership is possible. According to Pfeffer (2003), the UFBS's vision can be actualized by offering staff interesting and meaningful work that not only taps into their sense of purpose, but also permits them to learn, to develop a sense of competence and mastery, to offer opportunities for connection amongst staff members, and to integrate one's personal values into their everyday work. By being transparent about the organization's dedication to their faith and spirituality as they engage in opportunities to shift the culture of efficacy and to collaborate on professional development ideas, the administrators are better able to do the ground work in this shared purpose of living the Gospel values. As espoused by Greenleaf's (1977) work on servant leadership, the principal must elucidate ways of visibly serving the spiritual needs of the school throughout all of these opportunities for growth. Leaders in the school must position themselves for such service by ensuring that their encounters with staff aid them in recognizing their shared identity within this faith-based community, offer opportunities for mutual trust to be fostered, and allow for effective listening and meaningful responses to be cultivated. The resources required for improving the collective efficacy of the staff will require opportunities and time to make connections between their shared faith and their work. It is recommended that professional learning includes an alignment of both instructional practices, curriculum focus, and assessment practices with the Catholic Graduate Expectations (Institute for Catholic Education, 2011). Members of the religion department situated at the UFBSB will be utilized to elevate these recommended practices.

Common Elements between Proposed Solutions

Each of the four proposed solutions, inclusive of engaging in purposeful work to shift the cultural mindset of teachers, focused professional development, emotionally responsive leadership, and making the faith-based facet of the school more present, are connected most poignantly by a focus on relationship-building (Greenleaf, 1977; Hargreaves, 1998; Beatty, 2002, 2008; McLaughlin & Talbert, 2003; Leithwood, 2010). On their own, each solution has the potential to improve specific facets of the school, which may consequently improve the school as a whole, yet, limitations exist. A focus on shifting the culture of the school without the professional development required to strategize how to overcome current obstacles within the culture may leave the organization in the discussion phase rather than the action stage of school improvement. Similarly, by affording teachers the forum to co-design and co-lead the professional development they feel will augment student learning without first voicing how their work has been affected by the culture of the school may limit their ability to name the real challenges that are affecting classroom learning.

Both these solutions require emotionally responsive leadership so that educators understand and feel that they are supported and valued. Without attuning to the affective realm, the fractures that exist within the community cannot be mended. By reminding the community of their shared humanity and of their common purpose of elevating student learning, it is plausible that they will move closer to working collaboratively to enliven improvement goals. While attending to the affective realm may be appropriate in non-denominational schools, in the UFBS, where the faith is meant to ground all other actions, as evinced by the board's mission statement stating their purpose to, "transform the world through witness, faith, innovation and action" (UFBSB, 2017), the necessity of spiritually focused leadership is evident. If greater

attention and depth towards living out the faith and spirituality of the school is not felt by the community, then the faith facet risks becoming a dividing element of the organization rather than as one that is capable of strengthening purpose. The faith becomes merely an element of optics meant to satisfy public perception rather than the grounding feature of all of the organizational practices.

Solution Chosen to Address POP

While, ideally, the four proposed solutions would be implemented simultaneously as a fifth solution to lay the groundwork for solving the organization's problem of practice, the organization lacks the resources to be able to execute such a comprehensive approach. Such an integrated solution would make it difficult for the administrative team to meet the vast learning and time-related needs such a solution requires for both leaders and other organizational members. Additionally, this fifth solution would present challenges in being able to specify where and why obstacles, resistance, or gaps exist as the organization moves through the change process. For example, it would be difficult to ascertain whether or not resistance to the status quo, ongoing struggles with collective efficacy, or gaps in academic achievement were due to inadequacies in attempting to shift the culture of learning within the organization, challenges in the professional learning communities, or the underdeveloped emotional and spiritual responsivity of the school's leaders. It is for such reasons, that is seems most pragmatic to focus on one solution for this OIP.

In choosing one, it seems most advantageous to address the issue of low collective efficacy through the development of professional learning communities throughout the school. This approach offers the most direct and poignant means of elevating collective efficacy, as it is the only solution to offer skill and strategy building, while highlighting opportunities for

experimentation and implementation. The notion that realized effectiveness is what motivates people to do more, will encourage the types of experiences that motivate teachers to learn from what they find to be effective, to repeat, and to build on that behavior (Fullan, 2011, p. 52). Perhaps inadvertently, it has the capacity to improve both the affective and spiritual dimensions of the school through focused collaboration and meaningful dialogue centered on the shared purpose of improving student learning of the mind, body, and spirit.

Leadership Approaches to Change and Relevant Literature

Interconnectedness of Solutions

Each of the proposed solutions share a common thread of Schein's (2015) humble inquiry. Organizational members are called to recognize the interconnectedness and interdependency of the members of the organization. Much like a seesaw requires the mobilized effort of individuals on either end to actualize its purpose, so too does this organization require both the administrators and the teachers to exert effort to activate the change required to motivate improvement (Schein, 2015). Instrumental to this type of interdependence is relationship building, whereby strengthened relationships become the tool used to overcome the formalities of professionalism that delineates roles within the organization (Schein, 2015). The notion of team will be nurtured by making known the interdependent nature of the organization, where the helping process of the team is perpetual and mutual (Schein, 2015). The various leadership theories, such as transformational leadership, and corresponding change models utilized to bring about the desired organizational state, then, will hinge on creating the trust and personal knowledge amongst and between the team members and the formal and informal school leaders.

Intelligent Responsive Leadership

The tension that exists between top down mandates from the province and the board, and those that drive a bottom up approach based on the preferences and experiences of the classroom teacher, often create a duality within which the school leader must guide, lead, and transform (Katz et al., 2018). In order to reconcile what is a seeming incompatibility between the two approaches, leaders are encouraged to take on the challenge of transforming schools into learning organizations through an incremental and continuous approach to change. In such an environment, top down expectations and field level experience are not incongruent, but meld to create what is termed an, "intelligent responsive school" (Katz et al., 2018). The administrative team will engage staff in the use of the professional learning cycle, as outlined by Timperley, Wilson, Barrar, and Fung (2008), while infusing this cycle with elements of transformational leadership. Each phase of the cycle, inclusive of identifying students' and staff's learning needs, designing tasks and experiences to address these needs, altering teaching practices in light of new learning, and analyzing and assessing the impact of changed actions (Timperlay et al., 2007) can appropriate transformational elements. The marrying of these two facets should begin with leaders building a strong structure for collaboration via the use of the PLC. Once the structure is in place, the organization benefits by beginning each cycle with having leaders create a shared vision, while relating high performance expectations. Once the staff have committed to moving through the cycle, leaders will provide individualized support, intellectual stimulation, and a focus on improving the instructional program (Leithwood & Sun, 2012 p. 401). As staff move into the teaching phase of the cycle, leaders will model best practices by being present in both PLCs and classroom learning.

As relayed by Katz et al. (2018), intelligent and responsive leadership attends to the questions educators have regarding how best to meet the organizational goals. These questions frame the approach to collaborative inquiry and professional learning required to elevate the collective efficacy of staff. By having such dialogue lead the charge on change, school leaders ensure that they do not fall into a "one size fits all" mentality, and rather, respect the context of student learning, ensuring that the specific and urgent critical need identified amongst teachers and between departments are what guide the improvement plan. According to Katz et al. (2018), the deep understanding required for professional betterment, and consequently, improved efficacy requires developing more complex mental schemas that are most aptly strengthened by engaging in a cycle of trial and error with consistent opportunity for refinement (Katz et al, 2018, p, 205). Such a cycle can be initiated through a purposeful intentional practice premised on specific goals, focus, feedback, and discomfort (Katz et al., 2018, p. 206). By engaging in the, "challenge of practice" (Kat et al., 2018, p. 207) teachers garner greater understanding of their obstacles, not only adding value to their work, but strengthening the collaborative force of the community. Donohoo (2017) offers seven facets of professional learning that fuel the type of joint work that allows staff to participate in deep analysis. Joint work has the potential to engage staff in the type of analysis, debate, and challenge that will overcome well known saboteurs of collaboration, such as groupthink and the diffusion of responsibility.

The principal as lead collaborator. As related by Dudar, Scott, and Scott (2017), transformational leadership requires that leaders motivate teachers to challenge their long-held assumptions through self-evaluation of both values and practices. The literature reveals the importance of attending to the culture of the school, by focusing on building trust, cohesion, and a shared vision within the community in order to build strong learning communities (Dudar,

Scott, & Scott, 2017; Katz, Earl & Jaafar, 2009). The school principal will be charged with creating the structure for professional learning teams that share similarities, such as the subject area, grade, instructional approach or academic level of students. Once common ground is established, it is more likely that the conversations that aid in building relationships will surface. Yet, dissonance and conflict spurred by such discussions are also possible, and thus, a focus on staff well-being, whereby school leaders encourage staff to feel confident resilient and capable of engaging in professional learning communities (Katz et al, 2018) will be a priority. Such a culture cannot be built in the absence of time utilized towards collaboration, co-planning, sharing, and co-assessing, thereby necessitating that the school leaders build such opportunity into the school timetable.

The principal's role in strengthening the learning culture. Additionally, creating professional learning opportunities that attend to the "what" and the "how" of school improvement implementation is critical. The "what" requires intelligent expectations and the "how" necessitates a responsiveness that attends to the nuances and the context of the community (Katz et al, 2018, p. 447). This invites the school leaders to ensure that the community has a grasp of what works. Inquiry can be strengthened through the use of Judith Warren Little's (1990) taxonomy for examining collaboration. By engaging storytelling and scanning for ideas, whereby teachers exchange stories to gain information and ascertain common challenges within and across their learning communities, educators have access to a nonjudgmental means of sharing their experiences (Katz et al., 2009, p. 45). By questioning the availability of aid and assistance within these learning communities, leaders can begin to understand where supportive relationships exist, and where there may be a gap that requires assistance and prevents individualism from gaining power (Katz et al. p. 45, 2009).

The use of sharing has the potential to strengthen the inquiry within collaborative cultures by increasing the accessibility of teachers' work and exposing new and creative ideas to the team (Kat et al., 2009, p. 45). By assessing the use of joint work within the professional learning team, leaders can begin to understand whether or not there is a shared responsibility amongst staff, where members, "balance personal support with critical inquiry about present and future practices" (Katz et al., 2009, p. 145), and thus, move closer to improving the learning culture. In addition to enriching the level of inquiry within the teaching community, in the case that dialogue reveals a need to research and uncover what might work, the leader should provide access to professional learning resources. This may include the insights provided by Hattie, Masters, and Birch (2016) on visible learning, indicating the types of strategies that have proven successful in similar educational contexts.

The principal's role in creating shared/parallel opportunities for leadership. Just as this OIP has unfolded the utility in collaborative learning structures for staff, so too does it recognize the importance of collaborative leadership. In already having unfolded that a topdown hierarchical approach will not serve to improve the collective efficacy amongst teachers, it is imperative that the principal seek out the variety of skills, expertise, and wisdom that is too be found in the collective. Formal leaders should unleash opportunities for lateral capacity building throughout the professional learning community (Katz et al., 2009, p. 57). Unlike distributed leadership, a parallel approach weighs the value of the work of non-formal leaders in equivalence to that of formal leaders (Andrews et al., 2002, p. 155). Here, school outcomes are improved because teacher leaders become responsible for identifying the patterns in instructional practices that have proven successful and share with the principal as means of creating alignment. This would highlight meaningful and effective practices capable, not only of improving the

collective's sense of efficacy, but of school outcomes at large **(**see Figure 2.4). Such parallelism may be successful in marrying the disparate practices of teachers across the school into a unified approach that not only aids in offering students the consistency required to practice and build skills, but by also aligning teachers and leaders to be better able to track and monitor progress. Such monitoring allows the community to track their gains, addressing challenges as they arise, while fostering feelings of competence in their capacity to lead the change process.

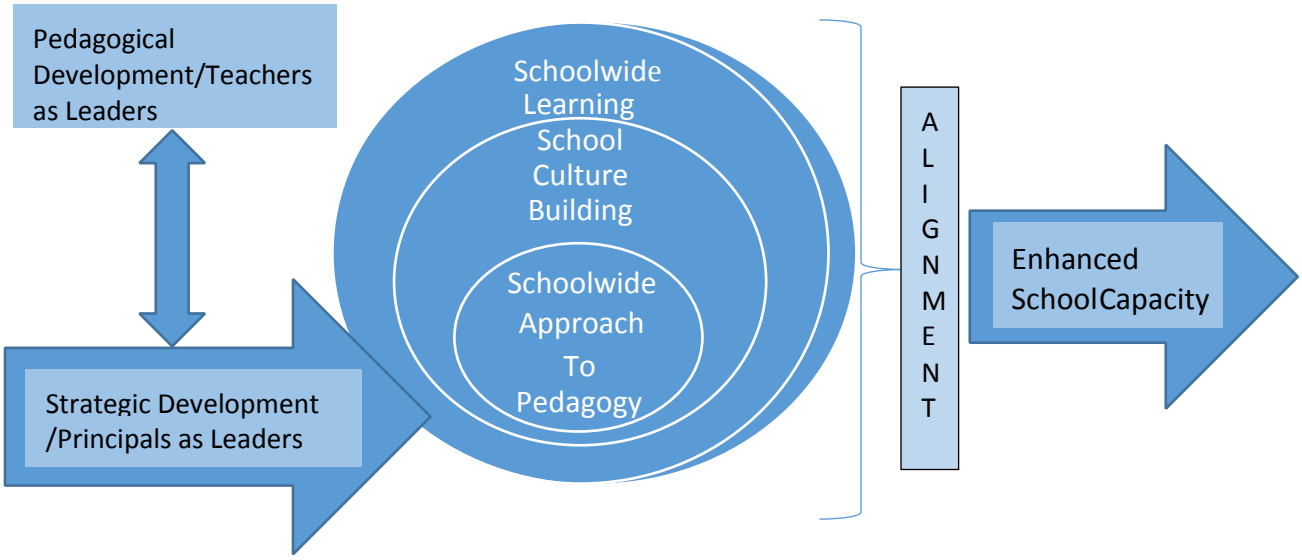

Figure 2.4: Adapted from "Parallel Leadership and Enhanced School Outcomes", by Andrews and Crowther (2002). *Parallel leadership: a clue to the contents of the "black box" of school reform,* p. 154. Copyright 2002 by Emerald Insight.

The principal's role in motivating the masses. Essential to motivating teachers into collaboration for the sake of school improvement is the presence of intrinsic motivation. Such motivation can be harnessed by leaders who engage in what Fullan (2011) terms the four core ingredients essential to motivation. Firstly, the work must resonate with staff as having a strong purpose. It will not be sufficient, as in the case of collaborative inquiry, to deem something important on account of its capacity to improve student learning. In this organization riddled with complexities, the leader will have to appeal to the value system of the teachers, ensuring

they understand how and why a particular strategy will affect not only the learning, but the student. The administrative team is charged with creating the experiences, via the PLC structure that will connect these values with their practices. Secondly, leaders seeking to motivate must find ways to build capacity. The PLC forum will give educators opportunities to increase the quality of interaction and the availability of new knowledge (Fullan, 2011, p. 58), while practicing their skill-set so as to elevate the collective efficacy of the school and improvement at large.

The third component of offering autonomy in ways that encourage teachers to exercise professional judgement can be factored into a parallel approach to leadership, when teachers and administrators interchangeably shift between lead learner and learner, valuing teacher insight and offering them opportunities to share their expertise and experiences within the PLC and staff meeting forums. The fourth element of connectivity amongst and between the leaders and the followers, will be highlighted and elaborated upon in the following section, but focuses on elevating commitment through shared benefits and risks (Fullan, 2011, p. 123), inviting critical thinking and sharing within the PLCs as a means of connecting to their shared purpose . These four key elements to motivation are premised on the pillar of the Ontario Leadership Framework (2012) most utilized in this OIP, that of building relationships. Successful relationships require leaders to recognize the accomplishments of staff, honor their opinions, respond to and build upon their unique needs and expertise, and function on the principles of respect, trust, and equity (Leithwood, 2012, p. 17). By marrying these leadership competencies with the four core competencies for motivating people outlined by Fullan (2011), the principal moves closer to creating an environment primed for positive change.

The principal as an affective/spiritual leader. While the ultimate purpose of the school is the education of the student, such education cannot be successful in the absence of the teacher. It is for this reason that this OIP focuses on strengthening the culture of teaching within the organization. Such a task, however is complex, and involves more than meeting the instructional needs of teachers and supplying them with the necessary resources for their learning environment. Instead, school leaders are called to support and to serve educators in the mental, physical, emotional, and spiritual labor they exert through the ways in which they represent the values of the community. The principal then, is charged with what Sergiovanni (2005a) terms as "management of meaning" (p. 143), whereby the leader must find ways to connect staff to their larger purpose, the meanings that define who they are and why they are in the school, why the school needs them, and why their participation in the school is worthwhile (Sergiovanni, 2005a, p. 143). The symbolic and cultural facets of this organization can be used by leaders to remind staff of the ties that bind them into a collective. Under such circumstances, the hope and optimism that found the values of the school have the potential to create conditions for growth. Here, leaders are asked to engage the community in questioning their shared priorities, their commitments to each other, the importance of their work and how their shared values heighten the ordinary things that they do (Sergiovanni, 2005a, p.144). Greater connectivity amongst staff is possible when opportunities to respond to these questions as a collective exist. Here, teachers can speak to the challenge of marrying their values, their faith, their calling, with the realities of conflict, failure, and apathy that may potentially darken their ability to see their true purpose.

Plan to Communicate the Need for Change

Summary of Plan and Communication Strategies

A strategic approach to identifying and empowering those within the organization capable of driving change will allow for the depth and spread of practices required for improving teacher efficacy and student achievement. The plan will aim to re-orient and re-direct the efforts of leaders and educators to focus on areas of need by building the organization up in trust and providing the time, resources, and learning opportunities that foster positive change. Rather than overhauling the organization, the school administrators will seek a more adaptive approach, setting out to acquire the knowledge, skills, and strategies for school improvement. This approach will specifically focus on how transformational leadership can be married with value-laden, emotionally responsive and parallel leadership, aimed at improving the communication between the various stakeholders and the spread of promising practices within the school. Aligned with both Cawsey et al.'s (2016) awakening phase, and Duck's (2002) preparation stage is the need to offer staff the data that reveals the gaps between performance and the desired outcomes of the school vision. This sharing will become step one in the implementation phase of this OIP. While the staff have a sense of the underachievement taking place within the learning environment, a perusal of the data will offer them a more informed perspective and a language from which to orient their observations. Once an awareness has been garnered, the collective will have a greater understanding of why change mechanisms are required. As outlined by Fullan and Quinn (2016), a prominent factor in school advancement is the development of, "a cadre of other leaders who can carry on and go deeper" (p. 134)

To create such a cadre dedicated to school improvement, leaders must, as Lambersky's (2016) findings suggest, move beyond attending to the visible areas of ineffectiveness to the less

tangible but very palpable realm of teacher emotions. Such an approach connects school effectiveness with the interconnectivity of leadership practices and teachers' thoughts and feelings. Organizational improvement, therefore, hinges on the masterful navigating of the affective dimension as it relates to teacher efficacy and ultimately, student achievement. By inviting teachers to create, implement, and execute surveys or other feedback mechanisms that connect their feelings about their work with the outcomes of their teaching, greater connectivity amongst staff is possible, opening avenues for improved understanding and a proclivity towards collaboration. The vehicle for such feedback mechanisms will be the PLC, where staff will partake in a pre, mid, and post survey to track changes in their feelings of efficacy. Additionally, the structure of each PLC will include opportunities to offer feedback relating teachers' experiences throughout the OIP process and addressing concerns as they arise.

Further enhancing the communication for change is a shift in the collective's focus. Rather than focusing on the substandard achievement on provincial, board, and school-wide assessments, organizational improvement in this school will align with Hattie's (2015) emphasis on progress rather than standards, noting that, "most urgent is the need to reframe the narrative away from standards and achievement, and to move it towards progression" (Hattie, 2015, p. 5). By championing professional learning and peer coaching as tools to improve the collective efficacy of the school (Donohoo, 2017, p.61), leaders will be better situated to utilize a "collaborative inquiry framework to organize actions" (Donohoo, 2017, p.75) for improvement. This OIP will suggest a myriad of measures capable of indicating progress towards improved teacher efficacy and student achievement inclusive of, student and teacher attendance, levels of conflict within the classroom, and student tracking of progress from the start of a term to the end of a semester. Other measures will include the frequency and effectiveness of communication

between administrators, department leads, and classroom leads, teachers' participation in professional learning communities, teachers' willingness to create, lead, and implement school wide practices aimed at improving the instructional program, and teachers' feedback on board sanctioned surveys such as the *School Effectiveness Framework (2013).*

In addition to such feedback mechanisms, the leaders of this OIP will utilize Fullan and Quinn's (2016) *Coherence Framework* (see Figure 2.5), *Coherence Assessment* and *Catholic Leadership Framework* (2012), where, by focusing on leader development at the various levels of the organization and establishing a learning culture, "where many people are expected to develop their leadership skills and help others do the same" (Fullan & Quinn, 2016, p. 135), improvement is possible. Both Fullan and Quinn's (2016) *Coherence Framework*, and the 'building relationships' facet of the *Catholic Leadership Framework (*Government of Ontario, 2013) will be utilized to invite teachers into a coherent system of listening, collaboration, learning, and action, all of which create opportunities for improvement. As related by Fullan and Quinn (2016), "focusing direction gets you into the game, cultivating collaborative structures provides the pathway for change, deepening learning is the core strategy for affecting student results, and securing accountability is essential to measuring growth (p. 34.) By inviting educators to take ownership over identifying and deconstructing the organization's problems by utilizing Fullan and Quinn's (2016) *Coherence Assessment,* and by participating as learners seeking solutions, greater shared ownership over the attainment of organizational goals is more likely.

Figure 2.5: Adapted from "The Coherence Framework", by Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems.* Copyright 2016, by Ontario Principals' Council.

Conclusion

This chapter has sought to explore how various leadership frameworks and models will be used to support and enhance the change required to address the problem of low collective efficacy, while supporting the change process required for this OIP. The chapter was embedded with various solutions to address the PoP, while providing a critical analysis of each solution so as to be able to determine the best resolution for this organization and an understanding of how

the solution will be effectively communicated within the organization. Chapter Three will propel this work forward by focusing on the implementation of a strategy for the proposed change, connecting possible solutions to this strategy and accounting for stake-holder reaction to such change mechanisms. It will include an approach to engaging a coalition of change-makers eager to develop the organization's potential, while identifying the necessary resources capable of engendering such change. Finally, a thoughtful examination of the potential challenges and disablers to this OIP will be addressed, so as to be able to overcome such obstacles effectively enact the change process.

Chapter 3: Introduction

This chapter begins with a discussion of the change implementation plan and offers a strategic organization chart (see Figure 3.1) to strengthen the reader's understanding of the structural approach of this OIP. Following this, Chapter Three endeavors to provide a framework for managing the transitions inherent in change processes, inclusive of stakeholder needs, while highlighting the personnel and resources that will be utilized throughout such transition. The PDSA model (Moen & Norman, 2009; Shewhart & Demming, 1939) alongside Kotter's (1996) Eight Stage Change Theory, will be utilized as a strategy to monitor and evaluate the change process throughout this OIP. This chapter also seeks to outline potential limitations and ways to mitigate these obstacles as the community moves through the change process. The necessary ethical considerations required for this OIP will be espoused, as will the means of communicating the plan to involved stakeholders. As a concluding element to this chapter, next steps and future considerations that move the organization beyond the OIP will be outlined.

Change Implementation Plan

Just as educational communities are made up of interconnected threads that weave the greater fabric of student learning, so too must the various facets of this OIP serve the overall purpose of the school's program to foster student achievement. The work involved in this OIP should be seen by both internal and external stakeholders as part of the larger purpose of the UFBSB (see Figure 3.1), seeking to, "educate students to grow in grace and knowledge and to lead lives of faith, hope, and charity (UFBSB, 2017). In order to marry this OIP with the UFBSB vision, the following goals will be prioritized:

1. Create opportunities for self-reflection and professional dialogue around staff beliefs in their ability to improve the teaching and learning within the UFBS, and thus elevate the collective efficacy of staff and, consequently, student achievement.
2. Create professional learning communities (PLC's) that will collaborate to identify the threats and the disablers existent within teaching practices and learning environments. The focus will be on addressing the internal threats that can be ameliorated through professional practice.
3. Create a plan for consistent and timely professional development focused on building the social, emotional, and intellectual capital of teachers and students. While it is important for the principal to inspire involvement in these opportunities, the aim will be for the teachers to be leaders of their own learning in order to maximize its purpose and relevance for the staff.
4. Offer the school leaders, inclusive of the administrative team and the department heads, professional learning in the area of social-emotional competencies, noting that relationship management has the capacity to improve the collaborative efforts of staff.
5. Focus on elevating the spiritual leadership of the principal and vice-principals to augment their connectedness to the UFBSB's faith and values, thereby heightening the community's sense of belonging and mutual dependence.

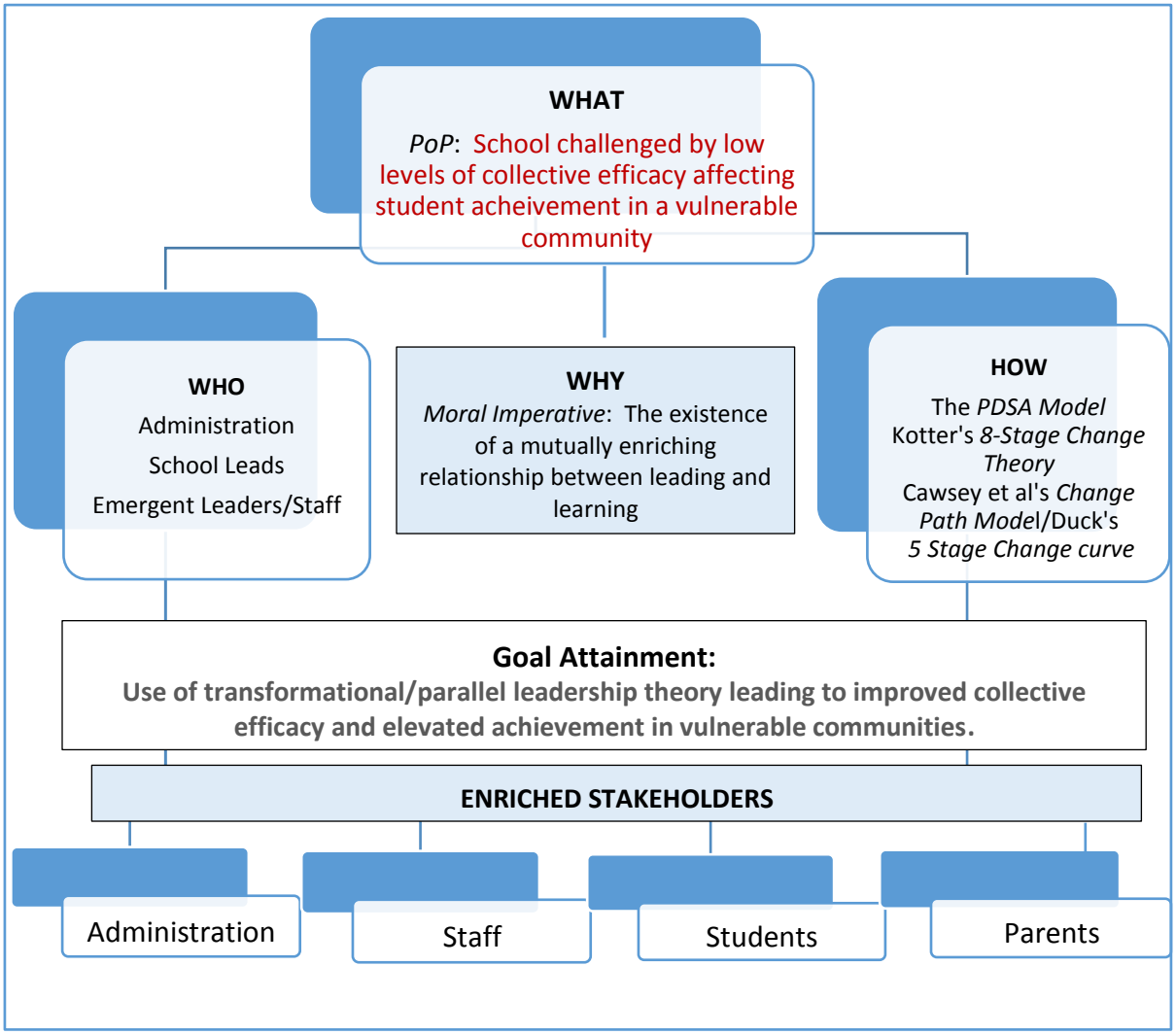

Figure 3.1: Strategic Organizational Chart, by J. Manini. Copyright 2018 by J. Manini.

Managing the Transition

Prior to mobilizing change within this OIP, it is beneficial to account for the various needs of the stakeholders affected by this transition. For this reason, a "stakeholder analysis" (Cawsey et al., 2015, p. 313) tool in the form of a "Commitment Chart" (see Table 3.1), and will be followed with an analysis of the relationships amongst key stakeholders, seeking to understand why these individuals behave as they do, while discerning how they may respond to change or be inhibited by the processes this OIP actualizes.

Table 3.1: Level of commitment of stakeholders to the OIP in the UFBS

Stakeholders	Level of Commitment to OIP					Level Of Understanding (high, med, low)
	Opposed Strongly to Weakly	Neutral	Let it Happen	Help it Happen	Make it Happen	
Leaders					X	High
Teachers			X →	→	→	Low-High
Students		X →	→	→		Low-Med
Parents		X				Low
UFBSB			X →	→	→	Medium

Note: Adapted from Beckhard & Harris, Copyright 1987, by Addison-Wesley Pub. Co.

Leader as stakeholder. The principal and two vice-principal's, inclusive of myself, have the twofold challenge of managing the transition for the organization, while also ensuring their own successful transition to a transformational approach to their leadership throughout the change process. In a 2003 study by Geijsel, Sleegers, Leithwood, and Jantzi on the effects of transformational leadership on teachers, it was found that the most important elements include vision building and intellectual stimulation (p. 247), and thus, in order to transition to this approach, leaders must account for these two elements and include them into their action plan for change. Additionally, Bunker (2008), notes that there is importance in attuning to the patterns of response expressed by the staff and students, while customizing intervention strategies that maximize resiliency and progress (p. 15). Such strategies for managing the transition for teachers will be discussed in the following section. The focus here will be on how leaders will manage their own transition throughout the course of this OIP.

The transition of the administrative team will require an attentiveness to the interdependence between the organization's vision, their decisions and actions, and the responses of the collective. Fullan (2011) cites the importance of combining resolute moral purpose with impressive empathy, which is the ability to understand those who disagree with you (p. 29), as facilitators of the change process. By focusing on the resolute purpose and values entrenched in this OIP, the

administrative team will mobilize change more effectively by being open to adjusting the change process based on teacher reactions and experiences, maintaining flexibility and an aptitude for revision. If the administration is able to remain steadfastly focused on why this OIP exists, they will be better able to address concerns and exhibit impressive empathy as they move through the change process, which may also be helpful in quelling some of the qualms and trepidations that occur in change processes. It is also important for leaders managing transition to exhibit Dweck's (2006) growth mind-set for leaders, where, rather than focusing on immediate perfection, leaders recognize that change involves learning something over time, confronting a challenge and making progress (p. 24). This can be facilitated by applying what Sharratt and Planche (2016) discuss as a, "learning stance" (p. 19) whereby leaders exhibit a willingness to become a collaborator, co-learner, and co-laborer with the staff. When taking such a stance, leaders participate in leading the undertaking for inquiry and for, "enabling the collective capacity of the inquiry team" (p. 19) through the creation of supportive and open learning cultures. Additionally, the possible negativity, skepticism, and anxiety associated with change can be offset if the administrators maintain a positive outlook, noting that the attitude of leaders can significantly affect how the change process is perceived (Cawsey et al., 2016, p. 237). Marrying these characteristics will allow for the open-mindedness required to address legitimate concerns of staff and be able to collaborate effectively to resolve issues and overcome obstacles. The presence of a growth-mindset in tandem with being empathetic and adopting a learning stance will aid the administrative team as they seek to transition into the transformational approaches outlined in this OIP.

Teacher as stakeholder. In order to mobilize the various plans for elevating the collective efficacy of the educators, an initial staff meeting will be held to engage teachers in defining what

collaboration entails, both during PLC opportunities and classroom learning. These learning communities are meant to enhance teachers' effectiveness as professionals for the students' benefit (Stoll, Bolam, McMahon, Wallace & Thomas, 2006, p. 223). Time will be allocated at the meeting to ensure a common understanding of the goal to improve the culture of teaching and learning within the school through the application of evidence-based teaching and learning (Donohoo, 2018, p. 42) with a focus on emotionally responsive pedagogy. Here, teachers will be involved in creating the expectations that will guide their work with their colleagues in their respective PLC's. Schein's (2013) work on humble inquiry, cited in Chapter Two, will be utilized to guide group-sharing that is premised on open and honest communication, and a desire for improving the collective. Leaders will, in their contributions to the PLC learning, exemplify an attitude of interest in the other person, building relationships by asking questions one does not already know the answer to (Schein, 2015). Such questioning may include the following:

1. Describe one or two of your daily challenges and what you feel you need to overcome them.
2. How does your work shape your identity as a professional?
3. What do you need from your colleagues/school leaders in order to experience greater joy and success in the workplace?
4. What are your thoughts about our collective vision and the methods we are implementing to actualize it?
5. What professional capital do you require to feel you are actualizing your fullest professional potential?

This recognizes a degree of interdependency amongst members and aids in developing a sense of comradery and team-work. An inquiry via an anonymous staff survey on the topic of PLC's will be conducted in order to ascertain whether or not staff require modelling of how PLC's can function effectively, while also seeking to understand preliminary levels of comfort around sharing professional practices, feedback, issues, and concerns. This will aid the principals in knowing whether or not more foundational work on improving the climate or culture of the school prior to commencing is required (Dewitt, 2018, p. 16).

To gather evidence, Dewitt (2018) suggests the use of an exit card or Google survey to indicate what teachers learned at the meeting, how they might use the information, what they are hoping to learn, and what next steps might be. In order to understand the transitional needs of the teachers, a follow up meeting may take the, 'flipped faculty meeting' approach outlined by Dewitt (2018), wherein goals are co-constructed with staff based on current concerns, related resources are sent to staff to preview, reflect upon, and prepare for dialogue prior to the meeting, asking staff to bring evidence related to the goal. As the staff moves through the process, it will be prudent for the administrative team to recall that experiences that influence efficacy include personal performance of a challenging activity that leads to a sense of accomplishment, vicarious experiences of observing new skills and strategies in others, positive feedback, and physiological conditions that support social and emotional wellbeing (Dewitt, 2018, p. 13). It will be imperative that throughout the transition, efforts are celebrated, the emotional needs of the staff are attended to, and positive and constructive feedback is fluid and consistent.

Student as stakeholder. In seeking to improve the collective efficacy of the educators, the hope remains that student achievement will improve as students begin to feel more capable of taking on the challenges of the learning process. As outlined by Dweck (2006), there is a

relationship between a growth mindset revealing that intelligence is not fixed and can be developed and a student's socio-economic background, where those from lower-income families are less likely to hold a growth mind-set (Claro, Paunesku, and Dweck, 2016, p. 8664). Students in this vulnerable community would benefit, then, from learning about the effects of a growth mindset and the malleability of the mind when effort is exerted. Romero, Master, Paunesku, Dweck, and Gross (2014) further note that, "students who believe intelligence is malleable are more likely to value learning, believe in effort, and show more resilient reactions to setbacks" (p. 228). This study extended to examine students' understanding of the changeability of their emotions (p. 232), which has implications on the learning environment, and suggests that teachers seeking to improve academic outcomes, must also take the time to address the emotions in the room and how they can be altered for more progressive learning.

Once the emotional terrain is open and conducive to collaboration, learning gains can surface. Teachers, noting that the presence of positive emotions elevate the quality of instruction and prevent burnout throughout the career (Frenzel, Pekrun, Goetz, & Ludtke, 2017, p. 2), are able to both meet student needs and elevate their sense of efficacy. In order to facilitate the smooth transitioning of students, who, through this OIP, will be exposed to changes in the way they experience teaching and learning, it is recommended that classroom teachers explore the myriad of programs and tools available for the building of a growth mindset and social-emotional competencies in students. The social-emotional facets of learning will also be addressed as one of the topics for exploration in the PLC's, as teachers begin to make connections with the learning cycle, new strategies, and students' social-emotional responses to them.

External stakeholders. In noting that neither the UFBSB nor the parent community are directly involved in the change process, it is unlikely that these parties will require a transition plan. Yet, in aligning with the Ontario Catholic Leadership Framework (2013), there is a need to exercise transparency and accountability to both the internal and external stakeholders, and thus, it is imperative that ongoing communication regarding change practices be upheld. As related by Eldridge and Mason (2010), ongoing communication about educational plans help to foster trust and confidence (p. 53). A parent survey may be utilized to garner insight about their child's study habits, approaches to homework, attitude towards their courses, and overall perception of their learning. The utility of such a tool is multifold in that it offers greater insight into student needs, while also functioning as data for the pre-change state of students. It serves to augment the school's partnership with the parent, empowering them as essential members of the learning team and valued members of the community (Dewitt, 2018, p.145). Because the parents are a valued partnership, regular updates in the form of written and oral communication will be utilized to increase support and understanding of the change process.

Personnel for change mobilization and monitoring. As indicated through the work of Hallinger and Heck (2010), collaborative leadership has the capacity to positively impact growth in student learning indirectly through building the academic capacity within the school (p. 673). Their research also indicates criteria to make such success possible. This includes a vision that creates a synergy of the energies intent on improving student outcomes, a governance that empowers teachers and encourages collaboration, and the strategic allocation of resources to support learning (p. 657). It is for this reason that this OIP will include several personnel whose unique roles and experiences will aim to augment this synergy and improve the collaborative structure required to resolve this POP.

Prior to engaging the staff in their PLC's, the principals will identify a vision for collaborative growth through the use of specific, measurable, attainable, realistic, and timely (SMART) goals. For example, the goal may read as needing to move students who are disengaged and achieving below their potential, as determined through self-assessment surveys and pre and post assessments. This will take place over the course of a semester and will utilize the new learning and high yield strategies ascertained through the PLCs. Additionally, the leaders will collect evidence that will elucidate the current climate of the school by distributing teacher surveys that ask for information regarding teachers' professional practice as it relates to both the learning environment and how they feel about that practice. This will enable the collective to review observations from previous years' *School Effectiveness Framework* survey and achievement results as they begin to make connections between their practices and student outcomes. Once this task has been completed, a small focus group of school leads inclusive of department heads, literacy and numeracy leads, and student success teachers can analyze survey results, while devising and prioritizing next steps (Dewitt, 2018, p. 21). Next steps may be determined using the, "responsibility charting" (Cawsey et al., 2016, p. 308) as a tool to determine who will do what, where, when, why, and how. While it would be ideal to utilize what Cawsey et al. (2016), outline as the "survey approach" (p. 312), the additional costs associated with hiring the skilled facilitators to move through the results with the leads is not feasible. A more cost-effective approach would be to invite members of the UFBSB research department to attend this meeting and disaggregate survey results with the core group of school leads. From here, school leads can begin to discuss a framework for their PLC's that offers consistency across the school, focusing on meeting SMART goals and strategy development.

Such surveys can be analyzed at a small group meeting of the school's administrative team and department heads, who will be responsible for leading their departmental PLC's. First steps for these leads will be dependent on the departmental readiness as indicated through survey responses.

Once comfortability in the PLC's is established and initial surveys have been completed, shared, and discussed, the department heads, with the support of the administrative team, should engage their staff in setting realistic and feasible goals that are likely to increase mastery experience, and thus, elevate the collective efficacy of the teachers (Ross and Gary, 2006, p. 193. Such mastery experience may include the consistent use of learning goals and success criteria, improved and more frequent use of feedback, enrichment opportunities, instructional alignment, and differentiated learning and assessment (Guskey, 2007). As outlined by Gibson (2010), goal setting training contributes to the individual and collective efficacy beliefs of the staff. Additionally, these leaders should engage their members in identifying cause and effect relationships that connect their actions to the sought after outcomes (Gary & Ross, 2006, p. 193). This will allow teachers to better understand which of their practices contribute to student achievement and to discern where skill acquisition is still required. While the knowledge and expertise of the internal human resources can be utilized to aid in such skill acquisition, the UFBSB has a myriad of board resource personnel who may also be called upon to share high yield strategies and cutting-edge practices within the PLC's.

Additional supports and resources. As with any new learning, the resource of time will be instrumental throughout all facets of this change process. Information in the form of strategies, practices to increase student engagement, and 21st century learning, as well as knowledge around assessment and evaluation will be instrumental. If, as related by Katz and

Dack (2014) teaching something differently is dependent upon learning something new (p. 35), then it is incumbent upon both the school administrators and the school department heads to ensure that information and knowledge sharing are woven through each PLC. The capacity building requirement, then, is to create the conditions for generating new knowledge through a process that combines deep collaboration with evidence and inquiry (Katz & Dack, 2014, p. 36). Due to minimal funds allotted to the school budget for professional development, leaders will need to call upon the UFBSB resource team to facilitate new learning. The UFBSB personnel is privy to ongoing professional learning, as it relates to Ministry initiatives and nuances in educational theory and practice, making them a viable option for enriching learning in the PLCs. When instructional improvement efforts result in improved student outcomes that are validated through sources of student learning data, educators' collective efficacy is strengthened (Donohoo, 2018, p. 42).

Potential implementation issues and limitations. This OIP has been constructed with an awareness of the limitations that exist in the change process and the structures it requires for its successful execution, implementation, and sustainability. While ideally, the OIP will occur over a set period of time that involves a two- year learning cycle, one cannot accurately predict the time that is required to mobilize change, shift thinking, and to experience consistent results with newly embedded practices. Additionally, the administrative team is unable to ensure both the synergy, the productivity and the effectiveness that is premised on the community's ability to move beyond their individual perceptions and abilities in order to build trust and overcome resistance within the PLC's and thus, cannot know the rate or the success of change. In relation to the student focused facet of this OIP, teachers' may have a limited awareness of the effects of

poverty on education and may not have the skills and knowledge to offset its effects in the learning environment that differs for marginalized students (OISE-Center for Urban Schooling, 2011).

Mitigating possible obstacles. In order to circumvent potential obstacles to school improvement several strategies will be utilized. A two year plan (cycle) with set check-points focused on learning and developing opportunities will be structured to examine existent beliefs and practices in comparison to new ideas, knowledge, skills, and mind-sets (Katz et al., 2009, p. 15). This is meant to address concerns with both the time required for change to meaningfully materialize and for experimenting with new learning as a means of overcoming resistance and the status quo. Such resistance will also be addressed by utilizing Kotter and Schlesinger's (2008) approach to overcoming resistance and Duck's (2001) Five Stage Change Curve by educating the staff prior to elucidating the change vision, consistently offering support, and involving possible resistors in the planning and implementation of the OIP. Additionally, utilizing Madsen's (2016) approach to overcoming resistance, where, by listening to people's concerns, providing clarity, demonstrating the personal and professional benefits for staff, making the status quo less appealing, making people a part of the story, and slowing down, OIP leaders will be able to overcome, and possibly transform disablers within the organization. In order to further offset disablers, professional learning on the issue of poverty and how it effects both student engagement and achievement will be woven into professional development days throughout the two-year cycle (Jensen, 2013, p. 26).

As a means of mitigating the varying levels of engagement, and elevating sustainability efforts, this OIP will support and encourage the co-planning, co-teaching, and co-evaluating of educators, in alignment with the finding that joint work can contribute to, "sustained scrutiny of

practice" (Katz et al., 2009, p. 13). Some of the most influential teachers within the school, many of which are department heads, will be called upon to share their experiences with co-teaching and co-learning as a means of highlighting the possibility of strategies suggested throughout the PLCs. Similarly, the aim of this OIP is to circumvent possible obstacles to the learning environment that are driven by external socio-economic challenges, making it critical that teachers contest their assumptions and preconceptions. Such will be accomplished by providing professional development sessions that enhance teachers' awareness of the lived realities of their students, while also encouraging them to focus the lens inwardly on how their own practices can change to reflect the diversity and equity needs of their students (Ciuffetelli-Parker, 2015, p.2). Ultimately, as the steward steering this OIP, I am optimistic that gains within the school community will be made, while recognizing that the structure, timelines, and approach may need to be altered to meet the needs of those involved in this OIP.

Change Process Monitoring and Evaluation

The Plan-Do-Study-Act (PDSA) Method/The Eight Stage Change Theory

In order to effectively monitor and evaluate the change process, the Plan Do Study Act method (PDSA) (Moen & Norman, 2009; Shewhart & Deming, 1939) and Kotter's Eight Stage Change Theory (1996) will be utilized to ascertain the need for change and to develop and unfold a strategy for implementation and monitoring its progress. Kotter's (1996) approach builds upon the stages for change outlined by Cawsey et al. (2016), offering a more detailed means of monitoring and evaluating progress throughout the OIP via his eight stages. The Eight Stage Change Theory offers a more accessible means of establishing they why, how, and when of organizational change. While Kotter's (1996) stages align well with the goals of this OIP, his approach has also been criticized for presenting an overly simplified sequence of linear steps and

an under-emphasis of unique cultural contexts such as those presented in this OIP. Kotter's (1996) theory is also remiss in accounting for the ethical, political, and power concerns that are embedded within organizations (Hughes, 2016, p. 454). It has, therefore, been married with the more cyclical PDSA model. This will ensure that the process considers the dynamic functions of change and encourages the revisiting of stages throughout the OIP implementation to account for the ethical, political, and power issues that will likely surface, while allowing leaders to revisit facets of the OIP that present unforeseen, yet, persistent challenges. Once the change process, facilitated by Cawsey et al.'s (2016) *Change Path Model* and Duck's (2001) *Five Stage Change Curve*, has been mobilized, the learning community will study progress and amend the systems and structures in place to account for lingering gaps or areas of gain. The leaders will then be encouraged to reorganize structures to meet needs and to encourage staff to continue to make strides towards actualizing the OIP vision.

The successful implementation of this OIP will require both macro and micro level change management (Kang, 2015) that work alongside a transformational leadership that sparks emergent change by cultivating elements of a more complex approach to leadership. Such an approach positions leadership as a product of a dynamic process where leading is construed as an, "intentional activity that either sustains the continuation of practices or instigates or guides change in them" (Boylan, 2016, p.87) and thus, encompasses informal leadership. In practice, therefore, the school administrative team and school leads will be charged with macro change management, seeking to build the capacity of educators through a restructuring of the school's approach to professional development and classroom learning (Kang, 2015, p. 28). Teachers will be tasked with leading the PLCs as they garner new insights from their experiences in the professional learning cycle and explicate strategies and practices that have aided in overcoming

challenges within this process. The administrative team and school leads along with the organization's teachers as, "emergent leaders" (Lichtenstein, Uhl-Bien, Marion, Seers, Orton, Schreiber, 2006 p. 2) then, will take up the role of micro change management. Each type of leader will contribute to preparing the staff and the students for proposed changes, aid in the transitions that will occur in the school's professional development model and approach to classroom learning, while attending to the more human and transformative aspects of change. Collaborative cultures grow because of three main variables-trust, safety, and strong relationships (Sharratt & Planche, 2016). Additionally, resistance, support, and the need for ongoing and effective feedback throughout the change process are also integral to transformative processes (Kang, 2015, p. 29).

Table 3.2: An Integrated Approach to the Change Implementation Plan

	Kotter's *8 Stage Change Theory*	**PDSA**	**Cawsey et al's *Change Path Model*/Duck's *5 Stage Change Curve***
STAGE	**Create Urgency**- Why change? Why do our gaps exist? What can we do? **Form a Powerful Coalition-**Who are the change makers? Which members are capable of inspiring/leading others? **Create a Vision for Change-** Involve all agents in assessing the current state against the desired state.	**Plan**- Leaders recognize the need for change and begin to assess where, why, and how change can be accomplished utilizing transformative theories of action focused on co-creating the vision, cultivating trust, and relationship-building. Leaders will present the staff with qualitative and quantitative data for the UFBSB's DIP (2016) and anecdotal evidence supported by stakeholders in order to create resonance with staff regarding the need for change.	**Awareness/Stagnation**- Individuals need to be made aware of the need for change and begin to raise awareness of the factors inhibiting success in order to begin to move the organization in a positive direction.
	Communicate the Vision-How will leaders inspire mobilization?	**Do-**Staff meetings, professional development days, and Professional Learning Communities (PLCs) will focus on shifting the culture to one of emergent change where shared leadership and trust are salient.	**Acceleration/Preparation (i)-** Focus on the emotional labor required by leaders to ready its organization's members for change prior to implementation.

	Remove obstacles- Who/what are the disablers? What can be done to overcome resistance? How can we increase professional capital amongst stakeholders?	**Study-** Use the PLC's and school leads' meetings to share resources and develop timelines and thinking about how to create buy-in.	**Acceleration/Preparation (ii)-**Align resources amongst leaders and teachers.
	Create short term wins- Use of SMART goals to address gaps	**Act**-Teachers will use the PLC forum to shift the culture of teaching and learning through	**Mobilization/Implementation-** support the processes, structures, and initiatives agreed upon to drive
	and culture shifts. How have the gaps been addressed? How has the culture shifted?	new learning, student tracking and monitoring, and data analysis	change, navigating people's mindsets and work practices to positively connect change to individuals' emotional maps and habits
	Build on the change- Where do we go from here? How can we elevate progress? How can we minimize deficits?	**Refine/Repeat PDSA where necessary**- Prevent staff from reverting back to their pre-change ideologies, by responding to resistance with emotional intelligence and elements of transformational leadership theory. Determine which/if aspects of the change mechanism are not functioning well and return to the beginning of the cycle to plan anew	**Determination-** Requires the monitoring and tracking of the change processes and the attitudes that form alongside them.
	Anchor the change in culture- How can we identify with these changes? What does it say about our community? How can we sustain and augment progress?	**Goal Attainment**- The collective efficacy of staff is elevated and student achievement experiences gains.	**Institutionalization/Fruition-** Confidence is garnered as the change vision begins to be actualized through the efforts of staff.

Note: Adapted from Kotter's Eight Stage Change Theory (1996), Moen & Norman's (2009) and Shewhart & Deming's PDSA model (1939) and Cawsey et al's (2016) Change Path Model and Duck's Five Stage Change Curve (2001).

Plan/create urgency, coalitions, and a vision for change. In order to effectively initialize the OIP, staff will be presented with data that substantiates the PoP, drawn from the *Staff School Effectiveness Survey*, EQAO/OSSLT results, course pass rates, student attendance patterns, student survey responses, rates of suspension and information from the parent council.

Staff will be asked to share anecdotal evidence of trends and patterns observed within their practice and to begin to proffer specificity around why such evidence exists and what can be done to aid staff in building capacity. Similarly, teachers will discuss how to elevate students' level of learning within the organization. Such data sharing and analysis should serve to create the sense of urgency outlined as Kotter's (1996) initial step to monitoring and evaluating the change process. Such urgency is critical to shifting individuals from a state of complacency to one where cooperation towards the change vision is evident (Kotter & Schlesinger, 2008). While the administrative team will be responsible for creating the conditions in which the change will occur, it is the collaboration of the teachers that will be the more direct source of change, facilitating the emergence of a new mind-set (Benyamin et al., 2006, p.3). Once urgency is established, the planning stage will advance to include the formation of what Kotter (1996) indicates as a powerful coalition. Here, the administrative team will harness the leadership of the school's department heads and student success leads, engaging members who are already working to promote promising practices with their colleagues. Once an established team of willing and eager change makers exists, the administrative team will be better situated to co-vision a specific and attainable goal as it relates to improving the staff's feelings surrounding their ability to affect positive change and elevate student achievement.

Prior to engaging the staff in their PLC's, the leaders will seek to circumvent resistance to the status quo by identifying collaborative growth goals and by collecting evidence that will elucidate changes to the climate of the school. This is to ensure that the staff understand why change is necessary, since many, especially more veteran teachers, may already be suffering from change fatigue. This can result in a cadre of what Duck (1989) terms, "change survivors," (p.111), comprised of those who have learned how to live through change programs without

actually changing. To overcome such sentiments, the administrative team will distribute teacher surveys that ask for information regarding teachers' professional practice as it relates to both the learning environment and how they feel about their practice, encouraging teachers to make connections between their practices and student outcomes. Here, goal setting will be used to mobilize performance by encouraging people to exert the appropriate effort required for the demand of the task. It has been found that persistence in goal attainment is possible when goals are clear and specific, when they steer individuals' attention to relevant outcomes, and affect how information is processed" (Gibson, 2001, p. 592; Locke & Latham, 1990, p. 44). The use of specific, measurable, attainable, realistic, and timely (SMART) goals will help navigate this change process. For example, by seeking to decrease suspension rates, while increasing instructional time, or focusing on building strategies for inquiry-based learning, staff may be more inclined to engage in change mechanisms, noting the SMART nature of such goals. Additionally, by linking these goals to the wider moral and philosophical purpose of the UFBS, goals gain importance (Robinson & Timperley, 2007, p. 250) and create greater subscription to the change process.

Do/Communicating change. Once the vision has been established and communicated to staff, the administrative team must act in ways that inspire the mobilization of the change process and its monitoring. While it is likely that the school leads team will already be primed for the mobilization process due to their leadership role within the school, the members of their departments may require the leads to role-model the OIP expectations. According to Mento, Jones, and Dirndorfer (2002), "how a manager implements change is as important as what that change is" (p. 46). In order to address the resistance to disrupting the status quo, the administrative team will utilize focus groups, surveys, and open-dialogue to bring issues of

resistance to the fore (Mento et al., 2002, p.55), utilizing this as starting point to measure the progress of a growth mind-set. Participating in professional learning communities (PLC's) will aid teachers in identifying the threats and disablers existent within their teaching practices and learning environments, allowing staff to identify threats and disablers within their teaching practice, while addressing how such internal threats that can be ameliorated through professional practice. Such discussions will be led by UFBSB resource personnel, noting that they present a more neutral stance and can help to mediate the differing opinions with greater ease. While it is important for the principal to inspire involvement in these opportunities, this OIP aims for the teachers to be leaders of their own learning in order to maximize its purpose and relevance for the staff. In order to inspire a change that results in increased collaborative effort geared towards improving student learning, leaders will also need to encourage new learning capable of shifting educators' perspectives. The professional learning required in the change mobilization process offers staff exposure to the knowledge and the various resources available to monitor changes in student learning and to be able to measure the success of their practices via student observation, assessment, and engagement. In seeking to improve the collective efficacy of the educators, the hope remains that student achievement will improve as students begin to feel more capable of taking on the challenges of the learning process.

In order to effectively monitor the changes taking place several tools will be utilized. At the onset, the administrators will capture the various roles required for this change to manifest by charting responsibilities (see Table 3.3) throughout the organization (Cawsey et al., 2016, p. 310). In addition to ensuring that the various facets of the change plan are accounted for by specific UFBS and UFBSB personnel, responsibility charting can ensure timelines are met by regular tracking, providing a check-point for ensuring individuals remain accountable (Cawsey et

al., 2015, p. 309). Pragmatically, this may unfold to include responsibilities for data analysis and sharing, selecting areas of growth for professional dialogue, leading conversations around a systematic approach to monitoring and tracking student learning, scheduling more informal meetings between PLCs, reporting back to the larger group at staff meetings, disseminating departmental successes and challenges to the administrative team, and determining next steps after each PLC. In addition to responsibility charting, the administrative team will utilize surveys as a means to ascertain how perceptions are shifting throughout the change process and where gaps persist. Feedback from surveys is powerful in its capacity to stimulate conversations around progress, while including the more affective facets of the change process (Cawsey et al., 2016; Collins, 2001). Survey results can also be used at the larger staff meetings in between PLCs to dialogue around next steps.

Table 3.3: An example of a possible Responsibility Chart for the UFBS

Decisions/Action Required	Responsibilities				Timelines
	Administration	Department Heads/School Leads	Teachers	UFBSB Resource Personnel	
Staff Meetings	**R**	**S**	**C**		**Bi-monthly**
Areas for development in PLCs	**R**	**R**	**C**		**Monthly**
Resourcing for PLC's	**R**	**C**	**S**	**S**	**Monthly**
Leading PLCs	**S**	**R**	**C**	**S**	**Bi-weekly**
Analysis of surveys/ field work	**R**	**R**	**C**	**C**	**Monthly**
Sharing of practices and progress in the learning cycle at staff meetings/PLCs	**S**	**R**	**R**	**S**	**Bi-weekly**

Determination of next steps for PLC learning	**C**	**R**	**R**	**S**	**Monthly**
OIP strategy revisions	**R**	**C**	**C**	**S**	**End of each semester/ Twice a year**
Coding: **R**= Responsibility assigned **C**=Contribute to the decision/action **S**=Support the decision/action					

Note: Adapted from Beckhard & Harris (1987).

As outlined by Duck (2001) in her change curve theory (Cawsey et al, 2016, p. 51), this phase of preparation requires leaders to exert a degree of emotional labor, as a means of inspiring both trust and commitment to the change implementation plan. This labor is defined as a type of emotional self-regulation that integrates the managing of feelings and the display of one's expressions in order to fulfill one's professional role. Such is defined as a form of emotional self-regulation that involves the management of feelings and or the expressions of one's emotions in order to conform to the expectations of one's work role (Wang & Seibert, 2015, p. 579). Since leaders' behaviors have been cited as the factor that, "activates the appraisal process" (Agote, Aramburu, Lines, 2016, p. 39) of followers and affects their emotional experiences, it is critical that leaders working amidst those struggling with low efficacy, put forth the types of positive emotions that are likely to encourage followers to experiment and follow through with change processes. The success of exercising such emotional labor will be monitored by assessing whether or not there is a change in the school tone offset by increased positivity in teacher interactions with one another and with their students.

Study/Removing Obstacles. Once this proactive facet against resistance via goal-setting and capacity building is in place, a small focus group of school leads inclusive of department heads, literacy and numeracy leads, and student success teachers will analyze survey results and devise next steps (Dewitt, 2018, p. 21), using the "responsibility charting" (Cawsey et al., 2015,

p. 308) as a tool to determine who will do what, where, when, why, and how. By applying curiosity, observation, robust questioning and co-learning founded on shared beliefs (Sharratt & Planche, 2016, p. 61), the school administrators may incite greater participation, thereby fostering more emergent change while minimizing resistance. This may also function to offset potential challenges to the structure of the change process, by aligning the appropriate personnel with required tasks, ensuring that work within the PLCs is led by those who are part of the change coalition rather than being circumvented by change resistors. Those leading the PLCs will be consulted with monthly to monitor progress and discern the resources required to sustain and to enhance the teachers' efforts, since it has been found that offering teachers the tools that will aid them in elevating their practice also improves commitment to the change process (Robinson & Timperley, 2007, p. 258).

In order to ensure that the leaders are not only working towards transformation in a more traditional linear fashion but are building capacities for leadership change within the various members of the community, elements of complexity leadership theory prioritizing emergent high-magnitude change will be prioritized (Higgs & Rowland, 2005, p. 143) as a means of addressing the PoP. Such leadership capacities include having teachers engage in knowledge building by teaching one another in the PLC format, encouraging teacher and student voice in both the classroom forum and in larger PLC settings, empowering teachers to analyze the class and departmental data and having teachers share results and devise next steps with students and colleagues.

Part of the study phase of this OIP must also include a focus on the elements that make up the staff's professional capital, and thus, that have the potential to affect individual and collective efficacy. Lin (2001) defines teacher capital as the available resources used by educators to

produce beneficial outcomes for the teacher, students, and community as a whole (p. 29). By fervently adhering to the principles of transformational leadership, inclusive of providing intellectual stimulation, offering support for struggling teachers, modeling of best practices and school values, and developing the structures that will foster trust and collaboration, it is likely that the social capital of teachers will improve, as will the level of collective efficacy (Leithwood & Jantzi, 2000, p. 114). These capital building leadership practices will be displayed throughout staff meetings and within the PLC's, where support and modeling will be utilized to elevate the level of collaboration and trust and to continue to encourage emergent change into the action phase.

Act/Creating short-term wins. Once the work within the PLC's has been established, Kotter (1996) suggests a leadership focus on creating short term wins that assess how gaps have been addressed and whether or not the culture has shifted. Aligned with Kotter's (1996) notion of highlighting short term wins, is Schmoker's (2004) finding that by focusing on specific instructional areas, organizations move closer to creating the conditions for ongoing achievement, experienced by both teachers and students. In this action-oriented phase, then, the administrative team will use SMART goals to encourage teachers to use the PLCs to shift the culture of teaching by acquiring new learning. This will be facilitated by the presence of board resource personnel and professional sharing, while continuing to scrutinize student data for tracking and monitoring of change. Here, the PLC teams will endeavor to work together to plan, monitor, and evaluate their practices, leading to more thoughtful and efficacious approaches to instructional problems, improved confidence and support to address challenges, greater support for teachers new to the profession, and reflection on result-yielding strategies (Fullan, 2016; Little, 2005; Schmoker, 2004). This implementation phase, as noted by Duck (2001), seeks to

support the PLC process, navigating people's mindsets and professional practices to positively connect change to individuals' emotional maps and habits, which will ultimately serve to elevate levels of efficacy. In this phase, the reconvening of educators at staff meetings to deconstruct the work of the PLCs, share insights, and deliberate on next steps will be instrumental. In order to move the organization away from the current way of thinking and entrenched culture, leaders must address the learning anxiety that often prevents change from occurring (Schein, 2010, p. 302). It is proposed that elements of this learning anxiety will be quelled as trust is built amongst colleagues and between teachers and leaders, an ongoing pursuit of this OIP. It will also prove beneficial to reveal to teachers how their work in the PLCs is helping them, their students, and consequently the organization, make gains. In order to reveal such gains, there is a need to measure program success, chart progress, and convene on whether or not benchmarks are being met and how (Mento et al., 2002, p. 56). This notion of tracking change marries well with the celebrating of small wins suggested by Kotter (1996), as it will allow leaders to recognize the efforts of teachers regardless of how incremental the gain, while reducing anxiety and shifting the culture more positively towards new practices.

Once such shifting has occurred and incremental changes are observed, the leaders will be charged with refining the PDSA model (Moen & Norman, 2009; Shewhart & Deming, 1939) and building on the change, while creating a culture around such change (Kotter, 1996). This is in an effort to prevent staff from reverting to their pre-change ideologies. As suggested by Kotter (1996), the administrative team will focus on building upon the small changes, questioning how progress can be elevated, while minimizing deficits. This will require the school leads, inclusive of the department heads who are leading the PLCs, to continue to respond to resistance with emotional intelligence and to, as suggested by Duck (2001), monitor the attitudes

of the teachers in their PLCs as change and progress are also being tracked. Leaders can encourage and sustain positive attitudes by revealing their commitment to problem solving as issues arise throughout the professional development cycle and by remaining steadfast in their dedication to learning to learn alongside the staff (Schein, 2010, p. 367). This will be accomplished by the leaders requesting feedback from both the small group of school leads, and from the staff at large. Feedback can be instrumental in ensuring the proper and ongoing allocation of resources, the effective use of emotional labor, and in ascertaining where new learning is required.

The final facet of the Act phase asks leaders to deliberate about whether or not goals have been attained, while seeking to anchor positive changes in the new culture of learning within the school. Such reflective practice will encourage the administrative team, alongside with other stakeholders such as the school leads, parents, staff, and students to ascertain what the change or perhaps lack of change suggests about the community and what can be done to sustain or augment progress. It is hoped that within the second year of the OIP cycle, the community will be closer to what Duck terms the, "fruition" (Cawsey et al, 2016, p. 52) phase, and will have garnered confidence as the change vision begins to be actualized through the staff's efforts. It is suggested that progress and movements towards change can be sustained by the leadership, hopefully now spread throughout the organization, implementing and encouraging multi-channel communication (Schein, 2010, p. 370).

Here, an ongoing commitment to sharing ideas, concerns, challenges, and successes can be utilized to sustain the culture of learning and to continue to improve the collective efficacy and student achievement within the school. This change process endeavors to unfold over a two year period, which is considered a long-term change initiative since it is longer that 18 months

(Higgs & Rowland, 2005, p. 144). Leadership behaviors that build capacity are found to be most effective under such timelines, and thus, the administrative team will continue to seek opportunities for emergent leadership to flourish in both the PLC's and classroom learning (Higgs & Rowland, 2005, p. 144). In order to further sustain the success of the change process, the transformative leadership approach prioritized throughout this OIP will take on elements of a complexity-inspired model of leadership as a means of fostering the relationships, interactions, and events that will allow leadership to spread throughout the organization, thereby allowing for true transformation to unfold.

Leadership Ethics and Organizational Change

Both the purpose and the outcomes of this OIP are incumbent upon the people for whom the organization exists. In noting that individuals are deeply embedded within all facets of this OIP, it is imperative that ethical leadership is the thread that weaves the fabric of this OIP from its inception to its successful completion. As noted by Foster (1986), "each administrative decision carries with it a restructuring of human life: that is why administration at its heart is the resolution of moral dilemmas" (p. 33). Ethical leadership, then, must take into account the holistic needs of its stakeholders, ensuring that the organization's morals and values are upheld throughout the various aspects of this OIP, including throughout the intended and unintended consequences that may surface. As related by Northouse (2016), ethical leadership hinges upon the care, respect, honesty, integrity, and justice offered to those in its reach. It is for this reason that the ethical considerations explored in this section will focus on the cultural facet of the school, attending to the emotional needs of teachers, the consistency with which advances in this OIP are applied throughout the school, the justice with which decisions are made, and the equity and cultural responsivity required for students and parents to succeed. There is a reciprocal

relationship between this organization's values and the ethical approaches of leaders, noting as Schein (2010) does, that the norms and ways of behaving existent within the organization represent the core values of its people and thus, are what constitute its culture. If a culture premised on ethics is to be touted the leaders must ensure that their practices reflect the core values of the UFBS.

An Ethics of Care and Emotionally Responsive Leadership

As related throughout this OIP, a transformational leadership approach that is value-laden and focused on emotional responsivity will be employed. This is critical to ensuring an ethical responsibility to responding to teachers' needs as they move throughout the change process, noting as this OIP has, that it can be rife with fear, resistance, anxiety, and close-mindedness. As related by Noddings (2012) an ethics of care, where there is a, "mutual recognition and appreciation for the response" (p. 53) is organic to schools where individuals care for one another not out of duty but rather because it is a cherished human condition (p. 53). Such an ethics of care has greater horizons than professional codes of conduct prescribed by the Catholic Principal's Council of Ontario (CPCO), which are premised predominately on fostering trust and equity (CPCO, 2015). In this OIP, school leaders will marry ethics with the emotional needs of its members by responding to their fears, goals, aspirations, and needs. By attending to the responses and feedback of teachers as they unfold throughout meetings, through the anonymous surveys collected at various checkpoints throughout the OIP within the PLC's and classroom practices, and as evident in the overall tone of the school, the leader is better situated to build upon these responses. This will be accomplished through attentiveness and responsivity to concerns and by demonstrating the level of care required to augment the trust and reciprocity that

will allow successful implementation of the OIP so that stakeholders involved have an opportunity to flourish.

In order to accomplish such an ethics of care, the administrative team will need to be intimately engaged with every aspect of this OIP, dedicating their presence, professional acumen, and emotional responsivity at each staff meeting, leads meeting, PLC, and within the classroom learning itself, in order to be able to listen and respond with an ethics of care. Additionally, care for the stakeholders affected by this OIP requires an application of prudent and just decision making. The approaches to teaching and type of resources unfolded within the PLCs will determine the justice embedded within the administrative team's approach. Such approaches include how and why certain student assessments and evaluations are included in the learning process, how parents are involved in decision-making that pertains to their children, and the consistency with which leaders partner with these stakeholders. Ultimately, an ethics of care must marry with that of justice and account for the ways in which decisions are made, implemented, and sustained throughout this OIP. As outlined by Noddings (2012), this ethics of care is premised on the notion of doing unto others as you would have them do unto you (p. 56) and thus, is congruent with the faith-based principles and morality of the UFSB.

Culturally Responsive and Equity-Focused Teaching Practices

As indicated throughout this OIP, the UFBS is situated in a vulnerable community comprised of students from diverse backgrounds. The UFBS 2016 *Safe Schools Survey* reports that 24.5% of students are Arab, 38% are Black, 12.5% are Filipino, 4.3% Latin American, 8.2% South Asian, and 6.5% White. Additionally, 29.6% receive government transfer payments, 34.6% are considered low income, 34% are single parents, and 49% of families are born outside Canada (UFBSB Data Integration Platform, 2017). If the school is to be dedicated to advancing the growth of these students, mind, body, and spirit, it must also be committed to ensuring that

the students recognize their voice and their experiences in the education proffered and that teachers recognize students' academic and non-academic needs. Culturally responsive pedagogy (CRP) is defined as teaching that addresses the importance of both relevancy and culture in student learning (Gay 2000; Ladson-Billings 1994). Ethical leadership, then, must include this mandate to address points of tension in this community by asking the following questions of its stakeholders, as outlined by Ciuffetelli-Parker and Flessa (2011) in their research on poverty and schools in Ontario:

- How do teachers grapple with the dilemmas associated with acknowledging students' significant non-academic needs in school while meeting their academic needs?
- How do teachers resist deficit- based conceptualizations of students and their families, given the prevalence of derogatory stereotypes about communities affected by poverty?
- What are some of the more and less successful approaches for engaging parents and families?

The result of such questioning can lead to dispelling assumptions and preconceived notions that affect the milieu of learning within the organization (Katz & Dack, 2013; Schein, 2013).

As outlined in the *Ethical Standards of the Teaching Profession* by the Ontario College of Teachers, educators must be deliberate in exhibiting respect and honor for human dignity, emotional wellness, and cognitive development, modeling respect for spiritual and cultural values and social justice. Ethical leadership must remind teachers of this call for the respect of diversity found within their classrooms and to encourage the participation of parents who may feel socially and culturally disenfranchised. The Ministry of Ontario (2013) suggests that as part of professional learning, teams begin to ask themselves:

1. What questions might we reflect upon to examine our own biases towards diversity and cultural responsiveness?
2. How would we start a staff discussion on moving towards cultural responsiveness in a more intentional way?
3. How might we integrate specific life experiences of our students into daily instruction and learning processes? (Ministry of Ontario, 2013, p. 6)

By inviting parental feedback into student learning and encouraging participation from these parents and other community stakeholders in creating awareness and celebration around cultural diversity and identity, the school community moves closer to enacting an enriched sense of cultural responsivity. Both the leaders and the teachers will encourage students to work to their full potential despite what stereotypes suggest, refraining from a one-size-fits all approach and being, "flexible to address different situations that might emerge in different classes and from different students" (Ciuffetelli-Parker & Flessa, 2011, p. 32). Student success in this community can be augmented when teachers engage in ongoing professional learning specifically focused on equity and diversity (Ciuffetelli-Parker & Flessa, 2011, p. 44). This is substantiated by research noting that student attendance improves when students experience curriculum that is relevant to their lives (Brown & Giles, 2012, p. 24, p. 41).

Additionally, student achievement rises when leaders cultivate an environment, most feasibly through professional learning, that encourages teachers and students to engage in a growth-mindset. This involves focusing on, "growth and change rather than on having students reach arbitrary milestones, a strategy that leaves students more vulnerable to negative feedback and more likely to disengage from challenging learning opportunities" (Jensen, 2013, p.13). The cultivating of positive trusting relationships between teachers and students can also offset

negative feelings and inappropriate emotional responses, improving the climate of learning, building resilience and thus, student engagement (Jensen, 2013, p. 16; Brown & Giles, 2012, p. 34). Ethical leadership must reflect, as Greenleaf (1977) suggests, on whether or not their practices help individuals to grow, to become healthier, wiser, freer, asking whether or not the least privileged will benefit and not experience further deprivation.

Change Process Communications Plan

The success of change leadership is not incumbent upon the set vision or accomplished goal, but rests upon the work that is undertaken between these two points. Even the best of leadership intentions to mobilize change can be thwarted by an underdeveloped communication plan, creating gaps in the various stages of the change process. As related by Cawsey et al. (2016), it is imperative that communication be woven through each stage of the change process, shifting as it seeks to meet the various facets of each phase, while minimizing confusion and unknowing. While much of leadership theory espouses the need for clear, consistent, ongoing, and effective communication delivered from leader to followers, this OIP's communication strategy will circumvent the more traditional top-down approach to facilitate a fluid three-way channel of communication (see Figure 3.2) between the most involved stakeholders comprised of the administrative team, the school leads, and the emergent leaders/ staff within and across each of the Plan, Do, Study, and Act phases of the OIP.

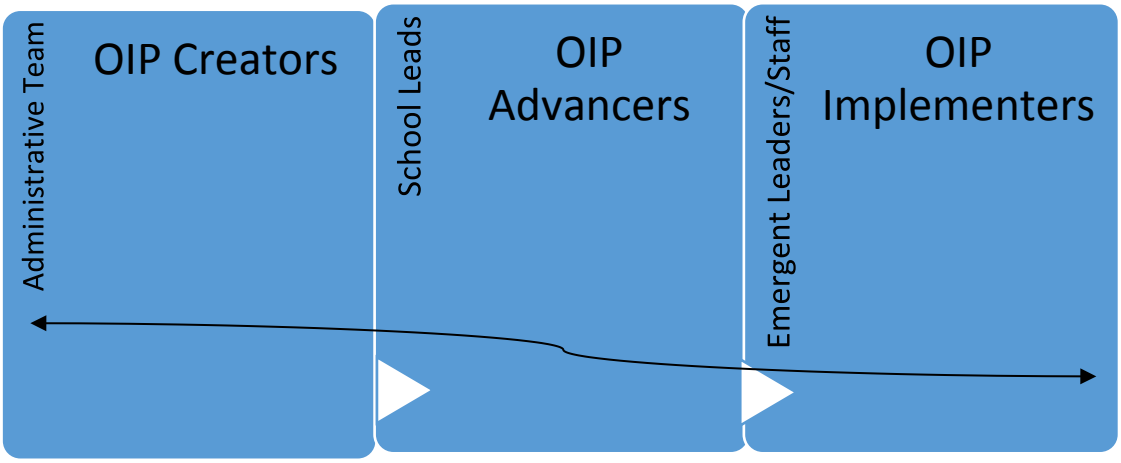

Figure 3.2: Communicating UFBS Change. Three-way communication across the organization circumventing hierarchical, top-down approaches to account for communication inclusive of emergent leadership through each change phase. Copyright 2018, by J. Manini.

In order to ensure the thread of coherence throughout the change process both formal and informal leaders will work to ensure that the direction that is set is followed by a widespread commitment to cultivating collaborative cultures, deepening learning, and securing accountability (Fullan & Quinn, 2016, p. 133). By developing leaders at all levels of the organization, it is more plausible that the change will not only develop a, "critical mass of leaders" (Fullan & Quinn, 2016, p. 134) willing to go deeper, but will also cultivate individuals capable of communicating the change in a manner that augments the sustainability of the change. This communication plan, then, will move through the four phases of the PDSA model married with Fullan and Quinn's (2016) *Coherence Framework* for leading change to ensure a comprehensive, consistent, and effective approach to communication embedded within each stage of the OIP.

Communicating the Plan/Setting Direction

In this phase, communication will be focused on creating the sense of urgency and awareness of the need to change, so as to garner participation in the change plan. Such a sense

of urgency will be communicated through a sharing of the data, inclusive of EQAO results, assessment, contextual and demographic data from the UFBSB DIP, and anecdotal evidence from staff surveys on the culture of teaching and learning within the organization. In order for this not to be an isolated incident in the change process, but rather the beginning of an ongoing conversation between staff, school leads, and administration, teachers will be encouraged to use the discussed data as an initial benchmark in their ongoing tracking and monitoring of professional progress and student learning. While it has been suggested that the sharing of comparative data may function as a motivator (Cawsey et al. 2016; Spector, 1989), such a tactic will be avoided in a community depleted in efficacy and wary of their ability to compete with other schools in the board and province.

In noting that unfolding the entire change plan may create resistance amongst those reticent to change the status quo, the administrative team will unfold the change plan in phases, aligned with Dutton, Ashford, O'Neill, and Lawrence's (2001) finding that the packaging and timing of the change plan have considerable effects on the persistence, opportunism, and involvement of others. In wanting the change to be continuous rather than episodic, it is imperative that the staff are not initially overwhelmed or anxiety-ridden by the change but are comfortable taking on what will be the first step of analyzing data to address the current state of learning within the organization. By connecting the change to the UFBS's goals, plans, and priorities at the initial staff meeting unfolding the OIP, the administrative team may experience greater success in setting the direction and next steps in improving the collective efficacy and learning outcomes of the organization (Cawsey et al, 2016, p. 321).

This phase of the communication plan will also necessitate the administrative team to address the affective realm, which has the potential to orient the change plan towards or away

from successful implementation. The principal and two vice-principals must circumvent staff's perception that change is not feasible and is out of the organization or leader's control (Nadler & Tushman, 1997; O'Connor, 1995). They must, instead, relate that the change plan delivers a strategic approach spread out over a two-year cycle meant to offer staff the skills and knowledge they will require for success. In order to further assuage feelings of vulnerability, the administrative team will offer both the benefits and possible obstacles to this change plan, noting that the staff's perceived uncertainty towards change will be augmented by what they perceive as incomplete or biased information. Instead of creating precariousness around whether or not they are being made aware of the risks and possible obstacles involved in the change plan (Luo, Song, Gebert, Zhang, & Feng, 2016, p. 247), the principals will focus on promulgating hope. By communicating the hope this OIP holds for elevating the community, trust, safety, and stronger relationships will be built as the staff begin to feel more confident in their leaders' abilities to move them through the change plan, cultivating greater expectations for success (Luo et al., 2016, p.248).

Communicating the "Do"/ Cultivating Collaborative Cultures

In order to disseminate the type of enthusiasm required for quality sharing and professional capacity building within the PLCs, the administrative team will need to communicate an appropriate structure for learning and dialoguing in this forum (see Figure 3.3),

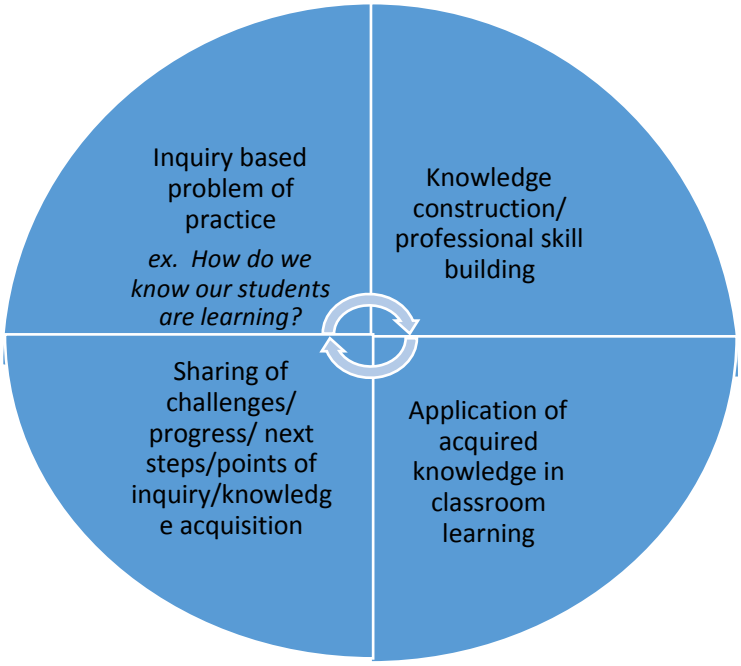

Figure 3.3: The UFBS PLC structure. An approach for learning and sharing within the PLCs. Copyright 2018, by J. Manini

Such a structure is aligned with Donohoo's (2017) model for collaborative leadership inquiry, where organizational members engage in planning, acting, observing and assessing professional learning in a manner seeking to foster collective efficacy (p. 77). Intent on avoiding a "change vacuum" (Duck, 1993, p. 110), communication in this phase will seek to set the path for continuous involvement and ongoing feedback between all organizational members (Fullan and Quinn, 2016). The administrative team, then, will need to acquire feedback (see Figure 3.4) as to how the staff is undertaking the change process and its effects on their mindset towards collaboration and the learning environment (Cawsey et al, 2016, p. 322). The school principals will, therefore, prioritize their own involvement and presence within the departmental PLCs, following a schedule to participate in a different departmental PLC biweekly, and ensuring a reciprocity in communicating progress.

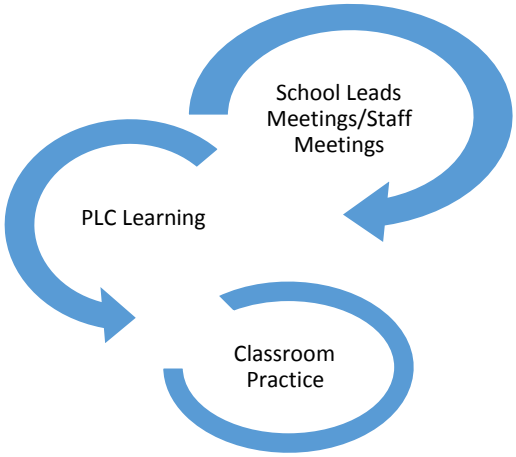

Figure 3.3: UFBS communication to promote dynamic change**.** Ongoing communication loop to ensure a reciprocal relationship between learning and practice. Copyright 2018, by J. Manini.

In order to sustain the interest and fervor of those invested in the change process, while continuing to seek buy-in from more hesitant staff members, change leaders will need to communicate ongoing enthusiasm for the work that is being accomplished and the gains that are being made, regardless of how incremental they are (Duck, 1993). Here, there will be a sharing of the milestones in collaboration and sharing taking place within the PLCs at the monthly staff meetings, as well as of the progress that is being seen in the structure and outcomes of the learning environment. Such a sharing will ensure the entire staff is privy to progress updates on a consistent basis. Progress based on the observations from UFBSB resource personnel involved in the PLCs will be shared with the administrative team as a means of assessing gains, while addressing persistent gaps and potential thwarters of change. In regards to the timelines surrounding such communication, progress should be related early in the two-year cycle, once initial meetings and PLC's are underway, so as to ensure that momentum, energy, and enthusiasm are maintained even as obstacles are encountered. Feedback garnered from the administrative team, school leads, parents, staff, and students will be shared informally at

meetings, but also in the staff weekly newsletter and monthly parent newsletter, aiming to accent progress, while sustaining commitment to the change plan.

Communicating the "Study"/Deepening Learning

Throughout this phase, leaders, both formal and emergent, will reflect and share observations in a manner that focuses on high expectations, growth-mindset, appreciation for what is being accomplished, praise that emphasizes efforts towards gins, and a prioritization of teams over individuals (Donohoo, 2017, p. 80). In order to do this, all internal stakeholders will be encouraged to participate in the learning, working alongside one another to move the learning forward (Fullan & Quinn, 2016, p. 130). In addition to the internal stakeholders, UFBSB resource personnel will be conferenced with in order to ascertain findings from their work within the PLCs, their expertise in student monitoring and tracking, and what they would communicate to staff as plausible next steps. This phase in the OIP will seek to communicate specific gains made towards improved teacher efficacy and student achievement. These gains are inclusive of, student and teacher attendance, active participation of staff in PLCs, levels of conflict within the classroom, and student tracking of progress from the start of a term to the end of a semester. Additionally, the effectiveness of the PLCs for offering new learning, shared practices, and tracking student progress will be ascertained through an analysis of the PLC and classroom outcomes. Quarterly surveys and questionnaires oriented towards each of the internal stakeholders will be conducted, analyzed, and shared. Survey and questionnaire information will be anonymous and include staff changes in perceptions of individual and collective efficacy, the usefulness of provided resources, the ways in which student progress are being tracked and measured, and the type and effectiveness of learning conversations taking place in the PLCs and within each classroom. They will also include an examination of the learning tasks being

assigned to students and their effect on student outcomes, perceptions of staff and student progress, the commitment of leaders, and resources required moving forward. In noting the important role that emotions play in educational change, these feedback mechanisms will also include how stakeholders felt moving through various facets of the change plan, noting as Hargreaves (2005) does, that focusing on the emotional responses aids in revealing what's important about educational change.

Communicating the "Act"/Securing Accountability

Communication in this phase will be focused on attending to persistent gaps in progress, while sustaining and, possibly, augmenting growth. Survey and questionnaire results will be shared at the staff meeting at the mid-point and at the year-end of the first year of the OIP cycle, in order to analyze results and ascertain the affective responses to such outcomes, to facilitate the deconstruction of the work of the PLCs, to share insights on classroom learning, and to deliberate on next steps. These meetings will be utilized then, as a means to communicate how teachers' work in the PLCs is helping them, their students, and consequently the organization, make gains, celebrating the "small wins" (Kotter, 1996), while preparing teachers to move into the second year of the OIP cycle. For this reason, the administrative team will meet with the school leads to measure program success, chart progress, and convene on whether or not benchmarks are being met and how (Mento et al., 2002, p. 56). The formal school leads will bring this information back to the PLC's for consultation with teachers and then reconvene to address strategies and next steps in the OIP, all of which will be shared at the year-end staff meeting and reiterated at the reconvening meeting at the onset of year two. If residual anxiety or concerns exist at the conclusion of these meetings, the administrative team must address feelings that will prevent next steps towards change (Schein, 2010, p. 302).

In order to so, it will be important to accent the changes accomplished in year one, celebrating and recognizing the efforts of teachers regardless of how incremental the gain, while reducing anxiety and shifting the culture more positively towards new practices required in the second year of the cycle. Such sharing will encourage the internal-transparency, precision, specificity, and non-judgment that is required for change to move forward (Fullan & Quinn, 2016). The communication plan outlined throughout the PDSA model merged with Fullan and Quinn's (2016) *Coherence Framework* will be followed in year two of the OIP cycle, seeking to strengthen both the collective efficacy of staff and student learning to their desired end-point at the end of the OIP's implementation. It is also recommended that the communication plan set out here be refined and restructured at the completion of year one and at the end of the two year cycle of this OIP in order to ensure that the changes experienced are being sustained and built upon by all involved stakeholders.

Next Steps and Future Considerations

Elevating the Work within the PLC

While this OIP has sought to act as a springboard into deepening the professional practices of teachers through their participation in professional learning communities, the level of collaboration can be strengthened as teams begin to set their own goals on a micro level to meet the macro needs set out by the school's leadership (Kang, 2015). Consideration to elevating the ways in which these learning communities engage teachers in professional goal setting will ensure that the change process begun here continues to cycle forward, seeking progressive ways of enhancing the teaching and the learning taking place within the UFBS. Over time, the PLC structure risks the danger of becoming routinized to the point of mechanical participation that lacks an enthusiasm for new learning. By tasking staff with the responsibility of setting their

own departmental goals and working on innovative ways to meet their targets, not only can the positive changes this OIP engenders be sustained, but the organization will continue to build confidence in their ability to continuously transform their work into promising practices that build on the creativity, skills, and experiences of staff and students.

Deepening the Awareness of the Need for Culturally Responsive Practices

This OIP is premised on the need to address student achievement and the complex nuances of teaching and learning in vulnerable communities, and thus, should continue to investigate how culturally responsive pedagogy can serve to improve the outcomes of teacher and student work in such communities. As unfolded in the work of Paolo Freire (2000), there is need to move beyond the 'banking' model of education where educators treat students as empty vessels needing to be filled with deposits of meaningless information. Yet, there exists a lack of high quality multicultural curriculum and pedagogy in schools (Wiggan & Watson, p 768). Teachers should, instead, promote critical inquiry into the relevance of curriculum choices for students. In a study that analyzed the structures and approaches of high performing urban and minority schools (Wiggan & Watson, 2016), it was found that success was incumbent upon a unified community dedicated to teaching the whole child and to incorporating multiculturalism and anti-racism education in the school curriculum. Thus, the UFBS should endeavor to encourage its teachers to garner insight from students' cultural contexts to involve students in a learning process that utilizes their unique experiences and cultural narratives. Culturally responsive pedagogy's "six distinct characteristics suggest classroom pedagogy must be: (a) validating, (b) comprehensive, (c) multidimensional, (d) empowering, e) transformative, and (f) emancipatory" (Wiggins & Watson, 2016, p. 774). Ultimately, as student demographics continue to change and diversify, so should the UFBS's pedagogical practices.

Conclusion

This OIP has endeavored to elevate the professional practice of staff at the UFBS as a conduit for increasing levels of collective efficacy and student achievement in a vulnerable community. It has been argued that by increasing the opportunities for collaboration, strengthening relationships and engaging in meaningful professional dialogue, staff are likely to shift the culture of the school to one where a growth mind-set cultivating achievement is active. Such a culture is defined by the greater confidence teachers hold in their ability to affect the learning process and to transform their learning communities into ones that are engaging and capable of meeting the diverse range of student needs, and where students feel empowered and capable of meeting their learning goals. This change initiative has sought to connect elements of transformational leadership theory with a parallel approach to leadership as a means of building trust, encouraging participation, and inspiring shared leadership. This is to be accomplished by focusing on the affective dimension involved in creating collaborative cultures primed for the construction of new knowledge, skill development, resource sharing, and change process monitoring and evaluation. By offering increased opportunities for staff to meet and share practices, challenges, and successes, while focusing the lens on student improvement, staff are more apt to share the type of feedback that challenges the status quo and that encourages teachers to look more critically at their current structures for instruction, assessment, and evaluation.

In noting that this community services a vulnerable sector, this OIP has sought to bring to the fore the need to marry teaching and learning with the diverse needs of this student population in a manner that increases student responsivity to the learning process.

The Plan-Do-Study-Act (PDSA) method (Moen & Norman, 2009; Shewhart & Deming,

1939) has been employed as a strategy for studying the viability of this change initiative. This approach accounted for the practices of both formal and emergent leaders, offering a structured approach to assess how the OIP implementation plan is being appropriated by the community members, while demarcating the monitoring and evaluation used to measure progress. Additionally, this OIP has looked at the ethical landscape required to build promising practices, premised on dedicating resources to cultural responsivity and equity and a leadership that prioritizes an ethics of care and emotional acuity.

Finally, as the author and school leader responsible for the implementation of this OIP, I have sought to engender a vision of collaboration and academic achievement premised on shifting the mindset of both staff and students. Here, it has been proposed that individuals' affective responses to teaching and learning have the capacity to augment the effective nature of student outcomes. It is the moral imperative of the UFBS to dedicate its resources, talents, and energies to ensuring the intellectual, physical, and spiritual growth of its members, and thus, it is the vision of this OIP to ensure that such development is prioritized by each of its stakeholders. In doing so, the UFBS moves closer to fulfilling its educational mandate of actualizing the potential of all those committed to its care.

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